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ABSTRACT

The report describes the development of the ABE project at Alabama State University (ASU) and the project's transition to a graduate program during the five-year period 1969-74. Part one discusses the initiation of the project, describing the initial, the developmental, the operational, and the crucial tasks and project procedures. Part two details staff development with respect to both the non-ABE faculty and the ABE faculty at ASU and considers questions of establishing rapport and communication between these groups, between them and students, and between the ABE staff and State, regional, and national ABE groups. Part three deals with program development, describing: the approval process of the graduate program in ABE; relationships between staff development and program development; the inservice training program; graduate programs; innovative and creative activities contributing to program development; elements, objectives, and tangible gains of the program; the off-campus class program; ABE student recruitment, retention, and reorganization; undergraduate courses in ABE; and cooperative action and support. Several pages of supporting data, a brief summary of the report, and a glossary are included. (JB)

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A FIVE YEAR REPORT

September 1974

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INTRODUCTION

The State of Alabama lies in the heart of Dixie, and Alabama State University is located in the heart of Alabama. Both of these institutions may be proud of this fact. However, these two institutions cannot review with pride the fact that within the state there are over one million individuals 18 years of age or older who are functionally illiterate. It was perhaps this fact that stimulated the Alabama Department of Education, the Region IV Adult Education Staff Development Project, and Alabama State University to jointly sponsor a project designed to help decrease the number of illiterates in the State. Illiteracy contributes to ignorance; ignorance perpetuates poverty; and poverty breeds crime. These factors give evidence of the need for a program to wipe out illiteracy. During the month of September 1969 a project in adult basic education was initiated at Alabama State University. During the five-year interim the project has increased from one part-time instructor with a class of 25 students to a graduate program with three full-time instructors and approximately 800 tuition-paying students annually. Programs leading to the Master's degree and to an advanced six-year certificate have been developed. The programs have received much publicity and attention throughout the Southeast.

This report briefly describes the development of the ABE Project at Alabama State University (ASU) and the Project's transition to a graduate program during the five-year period. No attempt will be made to discuss all facets of the activities involved in developing the program. Neither time nor space will allow that. However, some of the activities and procedures considered to be significant to the Project/Program's success will be presented in three parts. Part I will be concerned with the initiation of the Project. Part II will deal with the problem of staff development. Part III will deal with program development.

Part I

INITIATION OF THE PROJECT

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Beginning in 1967, under the leadership of the Regional Office of Education, the state directors of adult education in Region IV developed a close relationship. They designed a project for building resources to train the large number of part-time teachers employed in their programs. Washington funded their proposal under the Adult Education Act through the Southern Regional Education Board in 1969. ASU was one of two institutions selected by the state director to participate in Alabama.

The project was initiated by a letter from the project director to the University President in July, 1969. It provided line item amounts for faculty and secretary salaries, fringe benefits, graduate student stipends, consultant fees, travel, supplies, materials, and equipment. It also stated the adult basic education services which the state directors in Region IV, in concert, desired from the training resources they envisioned as a project, and hoped would grow into a permanent program:

- graduate credit courses offered on-campus
- graduate credit courses offered off-campus
- faculty and graduate student consultant services to local ABE program within reasonable driving distance
- faculty and graduate student participation in state and regional planning for staff development

The administration and ABE staff at ASU proceeded with due haste to establish these services. The results were large campus enrollment, larger off-campus enrollment, more requests for consultant services than we could provide, full acceptance into the planning councils of the state and region, and a feeling of gratification that ASU, a predominantly black institution, was in a position to influence so greatly the education of all undereducated citizens in Alabama and the Southeast.

Because of our success, the ABE staff at ASU is constantly confronted with such questions as: What are some of the unique features of your program that have resulted in its apparent success? How did you devise some of the innovative methods that you have used in program development? What did you do that was different from other ABE Programs? How were you able to recruit and retain such a large number of enrollees in off-campus courses? How were you able to gain so much institutional support? How were you able

to involve such a wide array of personnel in program development? To be frank the ABE staff at ASU would take great pride in answering "Oh, we just had the 'know-how'; we had great insights into the nature of the problem; we exhibited excellence in planning; etc. and etc."

Would that such responses to the question were true. The fact is — and this statement is by no means based upon modesty — that the staff was making a leap in the dark. The program was not as efficiently planned as the results seem to evidence. The program, like Topsy, "just growed." Needless to say, it was given great impetus by the administrative and instructional staff of the University; by staff members of the State Department of Education; by the staff of the Region IV Project at the Southern Regional Education Board (SREB); and most of all, by the excellent group of students who enrolled in courses in the program.

Here we would like to emphasize the point that development of the program did not follow a sequential pattern. Many of the techniques and ideas evolved simultaneously as the program developed. Thus, in reading this report of the program during the five year period from 1969 to 1974, one can understand how and why certain items may not be positioned in a sequential order. It seems feasible to present some of the techniques that were merely "stumbled upon" but proved successful.

PROJECT TO PROGRAM

Though there are no distinct lines of demarcation separating the Project at ASU in adult basic education from the Program in adult basic education, there is a difference between the two. And though the transition from Project to Program was smooth and well-coordinated, their differences should be noted. Differences existed in the purposes of the two endeavors; in the initiatory steps taken in the tasks confronting the ABE staff; in the techniques used in developing the two programs; in the utilization of other supporting agencies; in the use of graduate assistants; in the development of materials; and in other tasks too numerous to mention. Whereas during the Project the major task was that of **initiation** of the Project, the major task in the Program was that of continuation of the process developed by the Project. The Project was concerned with the job of pathfinding. The Program was concerned with path-development or creating new avenues to reach foreseen goals. The Project had to proceed without precedent along untried paths. The Program had the advantage of

precedents set by the Project. The Project afforded the ABE staff the opportunity to acquire experience and expertise that could well be used in developing the Program.

During the early period of the Project it seemed necessary to come to grips with at least four different types of tasks to insure success. The identified tasks were: (1) the initial tasks, (2) the developmental tasks, (3) the operational tasks, and (4) the crucial tasks.

The Initial Tasks

The initial tasks seemed to cluster around five problem areas: (1) securing administrative sanction, (2) developing institutional support, (3) securing a competent staff to develop the Project, (4) developing staff members of the ASU faculty that could be used as instructors and consultants in the ABE Project, and (5) developing courses in ABE that would serve to increase the capability of ABE teachers in the Program.

Securing administrative sanction. The first task of the ABE staff, to secure administrative sanction, was made difficult by the fact that at that time the ABE staff was comprised of only one part-time person. Also the task was made more difficult by the fact that university administrators -- being hard-pressed for funds for existing programs — were somewhat reluctant to institute new programs that had not been tested and tried in academic areas and that had not yet given promise of adding to the status and stature of the university. During September 1969 a conference was arranged in the office of the President, Dr. Levi Watkins, to discuss the Project and its possibilities for development on the ASU campus. The conferees were Dr. Watkins, President of ASU; Dr. Edward T. Brown, Director of the Region IV Project; Mr. Norman O. Parker, Coordinator of Adult Basic Education in Alabama; and Dr. Marshall L. Morrison, recently appointed staff member of ASU.

The meeting proved to be quite fruitful. At the outset of the conference Dr. Watkins made it clear that he was disinterested in any "fly-by-night" project or "crash program" designed merely to satisfy the whims and demands of a fickle public. "However," stated Dr. Watkins, "if you can give me assurance of a continuous program that will make significant contributions to the academic services of ASU to the State of Alabama, I will provide you with at least 14 faculty members to work in your project tomorrow morning." Dr. Brown and Mr. Parker accepted the challenge by stating: "We will finance the total program in ABE for a period of three trial years.

If at the end of the three years the program has not been successful, we shall count the effort as a misadventure and Alabama State University will have no further obligations. If on the other hand, the ABE Project at ASU proves to be successful and self-supporting relative to finance accrued from pupil tuitions, we will look to the University to continue the program on its own, augmented by whatever financial assistance the state department and regional project can provide for the program." The challenges were accepted by each of the conferees.

Salaries for personnel, materials for the program, necessary equipment, clerical assistance, and graduate assistants were made available by SDE and the Region IV Project. Office space was made available by Alabama State University. With one part-time instructor and little publicity of the new program, the beginning seemed to be dismal indeed. The reverse was true. From the first night with one class composed of 25 graduate students to the third night, the class had increased to more than 50 in number. We wish to emphasize that, had sanction of the President been denied, the program could not have been attempted on the ASU campus.

Developing institutional support. Developing institutional support proved to be a more difficult task than that of securing administrative sanction. There is a distinct difference in the two. In securing administrative sanction — in most cases — one is merely given the "green light" to proceed under one's own steam. Permission to move forward is given. In developing institutional support, unity of effort must be sought and achieved. Rationale must be developed. Awareness of the program must be created. In developing institutional support one is really saying to staff members, instructors, and students: "Look, we have a project on campus that we feel has great possibilities. We need your help in seeing what we all can do to develop the program. You have potentials and expertise that we need and can use. Won't you come over to Macedonia and help us?"

During the early period of the Project, since the ABE staff consisted of only one part-time instructor, the regional project provided funds for other individuals to assist in the instructional program. As far as possible, selected individuals from the ASU faculty were used to augment the ABE instructional staff. Members of this group and the kinds of assistance they gave will be presented in Part II. The use of ASU personnel in the planning and operation of the program did much to assist the Project in getting off to a good start.

Student support also proved to be a significant factor in provid-

ing institutional support. The type of learning experiences provided the students, which apparently attracted them to the program, will be presented in another section of this report. The contributions of the students in assisting in developing institutional support cannot be overemphasized. The students were loud in their acclaim and approval of the type of learning experiences that they were getting in class. This interest and acclaim of the students resulted in the development of more public awareness of the program on the campus, and this awareness was transmitted to many local communities by commuting students.

The graduate assistants played a large part in helping to develop institutional support. Although during the first few months of the Project we ran into the problem of having no graduate assistants on campus, the flexibility of the regional project allowed us to employ two advanced seniors in the program until they could complete their academic work in December. Without this consideration and flexibility the Project would not have had the assistance of graduate students. It should be understandable to the reader why there was a lack of candidates for the position of graduate assistants during the first year of the program. Students simply had not heard of a program in ABE designed to help the undereducated adults. However, once they got the message there was no lack of applicants seeking to receive graduate assistantships in the program. The fact that graduate assistants in the program received greater stipends and benefits than other students with stipends has done so much to enhance the desirability of the ABE scholarships. Too, the opportunity to attend regional conferences out-of-state at Project expense has also helped to popularize the program.

Securing an ABE staff. Securing a capable ABE staff is easier said than done. This proved to be one of the most tremendous tasks of the Project. Few are the persons with adequate capabilities for teaching disadvantaged adults. To work effectively in this field requires a "feel" and personality not commonly found among traditional teachers. This fact no doubt caused HEW, SREB, and SDE to center the first three years of the Project on the problem of staff development. An adequate and competent staff of teachers was not available in the state nor in the nation. Needless to say, you can't just pick up any teacher on the college or university campus and expect him to be effective and successful in an adult education classroom, particularly in an adult basic education class. This is not an effort to criticize the potential and efficiency of the college teacher. There are excellent teachers in college who are quite effective in

teaching learners of other ages, particularly those with middle-class values. However, it is an inescapable fact that a new breed of teacher is needed to cope with the vast array of problems one is likely to encounter in adult basic education. We are all acquainted with some excellent teachers in the public schools who would be dismal failures as teachers of disadvantaged adults.

Thus, the problem of securing an adequate, competent staff in ABE at ASU was two-fold. First, individuals of this caliber simply did not exist on the university campus, and secondly, even had we been able to locate such persons off-campus, we lacked adequate funds to employ them. Scarce commodities come high in price, and competent ABE personnel is no exception. The problems of lack of staff, competent in ABE **on the campus**, coupled with the problem of lack of funds to secure competent staff (even if they were available elsewhere), led us into the fourth task, that of developing an able ABE staff from the regular teaching staff located on campus. The thesis or rationale in this matter was "If you don't have them on campus; and if you can't find them **off-campus** — and couldn't hire them, even if you found them — then the only solution appears to be the slogan of the users of Bull Durham cigarettes: "Roll your own." This predicament led to the development of an able and competent task force to deal with the problems of the adult learner in Alabama. Fact is, they were needed on the campus; and fact is, they were needed in the State of Alabama in its efforts to wipe out illiteracy within the State. So the almost impossible alternative was selected: DEVELOP YOUR OWN STAFF ON-CAMPUS.

Developing an ABE staff at ASU. Developing an able staff in ABE proved to be another tedious and tremendous problem confronting the ABE staff. Several techniques and procedures were used simultaneously in an effort to accomplish the task. Though the first instructor (and Project Director) had had five years of previous experience as an area supervisor in adult basic education, on the state level, with the Department of Education of Tennessee, coupled with twenty years of experience of working with disadvantaged blacks, it seemed necessary to call upon many agencies and persons, and to exercise many techniques and innovations to get the job done.

First, it seems feasible to cite some of the agencies that made vast contributions to the development of the staff:

a. USOE conducted a series of teacher-training institutes that the ABE instructor attended prior to, and since, coming to Alabama.

These teacher-training institutes were helpful in that they brought the ABE instructor in direct contact with some of the most outstanding consultants in the area of adult education.

b. During the first three-year period, the Region IV Project, through its extensive and intensive emphasis, provided a series of in-service meetings specifically designed to develop staff on the university campus and at the state level. Fuller treatment of staff development will be presented in another section of this report. This paragraph merely refers to the efforts made to develop capability and potential among the regular instructinal staff in the area of ABE.

c. SREB funds made possible the service of many leading consultants to assist in the instructional program and to make timely suggestions to the ABE staff during the developmental stages of the Project.

d. The regular ASU faculty (selected instructors) made great contributions to the development of the Project. Without the assistance of this group it is doubtful that the Project would have resulted in an ABE Program.

Selected members of the ASU staff were used as "sounding boards" to test out new theories or ideas. Being a new program on the campus with no precedent to follow as a pattern, the ABE staff had to literally "feel its way." This was done largely through conferences and informal talks with selected ASU staff. Needless to say, often one may obtain more valuable information through informal "off-the-cuff" talks than one is likely to gain in a conference that is officially scheduled. During the conference that is officially scheduled — particularly where top-level brass may be present — the conferees are more likely to be cautious in what they say. Fact is, they may refrain from saying anything, especially if they feel that it may displease the administrative officer. For this reason more emphasis was placed upon informal talks with a faculty member(s) wherein the faculty member(s) could feel free to express himself as he pleased without fear of reprisals. Also many insights were gained into University policy by merely sitting quietly and listening to comments of the different faculty members as they discussed taboos, procedures, and policies of the University. There is an old cliche that states "If you have no precedent to follow you have to play it by ear." However, if you are going to play it by ear, you had better listen. That was the thesis of the ABE staff at ASU. Do more listening than talking . . . at least at first.

e. Directors of adult education at other universities were invited to the campus to view the program and review the materials that we were accumulating. They were encouraged to make suggestions for improvement in the Project.

f. One factor that had immense effect upon the development of the Project was the encouragement the regional project gave a group of graduate students from Georgia to suggest a list of books (paperbacks) that would be of interest and benefit to teachers in Alabama working with disadvantaged adults. The students selected some excellent books and these were shipped to ASU by the Region IV Project. The books were quite popular not only with students in the ABE Project but with others as well. One of the most popular books was **Like it Spozed To Be.** When some of the graduate students in the ABE Project began complaining about the number of "outsiders borrowing and using **our** books," the instructor was delighted to hear one graduate assistant retort: "Hell! That's the way it spozed to be." The complainer got the message and responded with a smile. From then on the ABE staff was flooded with requests of students from other departments wanting some current materials on working in deprived areas. And, though many of the books were lost, taken, or worn out through the process, it was very gratifying to the ABE staff to know that they had available literature and books that interested pupils to the extent that they were tempted to beg, steal, or borrow the books. Though the loss of the books was considerable in the matter of dollars and cents, it was a greater boon than the accumulation of a great number of irrelevant materials merely accumulating dust on the shelves because students — without coercion — could not be enticed to read them.

Developing courses in ABE at ASU. When the Project was initiated, it was deemed to be advisable to develop a series of courses in ABE rather than attempt the development of a graduate program in the field. There were several reasons for this. First, as has been suggested previously, the Project had inadequate staff to operate a graduate program. Secondly, the Project was accepted on a three-year basis, and the thesis was that it would take more than three years to develop a comprehensive graduate program. Finally, the ABE Project had the task of "proving itself" to the University faculty before the Project could be accepted as a bona fide member of the University family. Thus, the Project began with only one course during the first semester of 1969. During the second semester an additional course was added making two courses in the Project. Each additional quarter, other courses were added. This procedure of

adding another course each quarter continued until the need and demand for a graduate program in ABE was felt. The transition from Project to Program will be treated in another section of the report.

The Developmental Tasks

The developmental tasks of the projects were felt to be: (1) a rationale for project development, (2) public awareness of the need for the program, (3) strong lines of communications between ASU, SDE, and the Region IV Project, (4) full involvement of other supporting agencies, and (5) student support for the program.

Developing a rationale for the project. In order to get the project off to a good start and aloft, it was necessary to develop a rationale for project operation within the framework of the University. It was necessary to show and/or demonstrate that the ABE program was far different from the traditional college program. In the ABE program the following factors were emphasized as essential: an improved classroom climate in which learning would be facilitated; greater interpersonal relations between instructor and pupils; more humanization of the learning process; more respect for the worth and dignity of the learner; the induction of a more functional philosophy of education; and a more acceptable psychology of learning.

The creation of public awareness. This phase of the task was concerned with the problem of letting the university, the community, the state and the region know that an ABE project was in existence on the ASU campus; that such a program was needed due to the fact that illiteracy in the state is a stark reality. This phase of the task was tackled through rendering service to other community agencies, through mass media, through conferences, and through publicity given the program by the students.

Strengthening the lines of communication among ASU, SDE, and the Region IV Project. This task is not considered to be as formidable in Alabama as in some other areas of the nation. This stems from the fact that personnel in the state department and the regional project have manifested extensive interest in the ABE program and its welfare. Funds for contact by phone and travel have been provided by both SDE and Region IV Project and this has tended to keep the lines of communication open and functioning.

Extensive involvement of other supporting agencies. It should be emphasized in the report that the several tasks were not attempted as separate entities tackled on an isolated basis. Many of the tasks were tackled jointly in a very unsequential manner. The ra-

tionale for this was the fact that often the tasks were so integrated and interrelated that it was difficult to consider one without the other. This was particularly true in the case of creating public awareness and of involving other supporting agencies in the program. In order to create public awareness of the program more extensively, as many public and supporting agencies as possible had to be involved in the program. A fuller description of this process will be presented later.

Securing student support for the program. During the initial stages of program development, the students appeared to be somewhat wary and skeptical of the policies and philosophy set forth as desirable for excellence in academic performance. True, the students had heard again and again lip-service given to such ideals and ideas as the democratic process; involvement of students in the decision-making process; the right of the student to disagree, agreeably, even with the teacher; the advantages of a more permissive atmosphere in the classroom; the shifting of leadership roles from teacher to students and vice versa. The pupils had heard these things expressed before, but their behaviors and attitudes evidenced the belief that the instructor was insincere in his expressions. Several weeks of experience in the class and many varied types of situations had to be encountered before the students seemed to gain some credence in the principles set forth by the instructor at the beginning of the course. These pupils spread the message and the other pupils heard and received the message. And they came; they enjoyed the experience; and most of all they learned.

The Operational Tasks

The operational tasks revolved around five lesser tasks that seemed essential to successful project operation: (1) program development, including the involvement of national consultants considered knowledgeable in the area of ABE, (2) staff development, involving the orientation and utilization of selected ASU staff members, (3) flexibility, accessibility, acceptability, and respectability in program design and operation, (4) total commitment of the ABE staff at ASU to the fulfillment of program purposes, and (5) a more comprehensive concept of the term service. Total commitment of the ABE staff and an expanded concept of the term service indicate the belief and willingness of the staff to "carry the program to the people." In short, the program is, or rather ought to be where it is most needed, and that is WHERE THE PEOPLE ARE. No longer can educational institutions afford the luxury of remaining in their ivory towers of academic non-performance and demanding that the

people come to THEM. This idea is not new. Jesus of Nazareth believed it; Confucious believed it; Socrates believed it; Ghandi of India believed it; David Livingstone believed it; and so do others too numerous to mention.

The Crucial Tasks

The crucial tasks confronting the project were continuous, therefore, they were most tremendous; they were persistent; therefore, poignant and pertinent. The crucial tasks of adult basic education — particularly as they relate to institutions of higher learning — appear to be national rather than local, and perhaps, international rather than national. Five tasks that tend to form crucial issues between the ABE program and higher education seem to be: (1) reconciling innovative and creative concepts of modern education with those existing concepts in higher education that are more remote and traditional; (2) a decrease in program flexibility and an increase in stricter program structure that tends to institutionalize the nature of the ABE program and thus, stifle the initiative of program effort; (3) whether or not the program and its services should be carried to the people, or whether the traditional concept of the college and/or university campus should prevail, that is, influencing and/or requiring the people to come to the campus; (4) convincing university staffs that a learning program can be flexible, made more accessible, made acceptable, and yet maintain the respectability of the average college course conducted on campus; and (5) creating public awareness of the need for the program to the extent that more than mere lip service will be given to the program, to the extent that the ABE program will be made an integral part of the educational programs at both the pre-secondary and post-secondary school levels — including programs in higher education — and as such will be funded and operated at public expense. This is to suggest that only with an intelligent and literate adult society can public education thrive, or the ideals of freedom hope to survive.

By way of conjecture it may be germane to point out that as long as the illiterate and/or ignorant adult comprises a significant segment of society — who determine what "goes on in the schools" and even the amount of funds that "go into the schools" — education at all levels is in jeopardy. To paraphrase Jefferson, the author of the Declaration of Independence, President of the United States, and founder of the University of Virginia, "Those who wish to remain free while yet remaining in ignorance, wish for that which never was, and never will be."

PROJECT PROCEDURES

As pointed out previously, the four different types of tasks were not tackled in sequential order. They were so interrelated that it would have been difficult to attempt to deal with them singly. The completion of tasks in one area seemed to complement the accomplishment of tasks in the other three areas. It should be emphasized that the four mentioned tasks were not the only tasks performed in the development of the Project. The four tasks merely represented the four major areas of endeavor in which the ABE staff was engaged. Nor should the reader get the impression that the four tasks were restricted to initiation of the Project alone. Some of the tasks performed during the development of the Project had carry-over value that was reflected in both staff development and in program development.

As mentioned previously, much of the experience and expertise gained in Project development was of great use in developing the other phases of the program. For example, techniques and tools used in developing public awareness of the Project were of great help in tackling the same problem in developing public awareness of the Program. Also, an excellent job done in creating awareness of the Project tended to facilitate the job of creating awareness of the Program. The same can be said of such tasks as recruitment and retention of pupils; developing a rationale for operation; developing rapport with other members of the ASU faculty; developing courses for the program; extending and improving the in-service and pre-service training program for ABE teachers on both the state and local level; and on and on into infinity.

Part II

DEVELOPMENT OF STAFF

The regular ABE staff at ASU was comprised of Mrs. Doris Sanders, Miss Rosa McCloud, and Marshall L. Morrison. There has been visible evidence of academic growth on the part of the ABE staff. Since joining the staff both Mrs. Sanders and Miss McCloud have earned specialist certificates (45 hours or more beyond the Master's degree) in the field of education. The contributions of these two young staff members have been of inestimable value to the program.

DEVELOPMENT OF STAFF

If the tasks presented in the first section of this report were interrelated, the three sections of this report are more so. They are so integrated that perhaps the reader could get a better concept of the three — initiation of Project, staff development, and program development — were they viewed as an organismic whole. Otherwise, the report is likely to appear to be repetitious or redundant. Suffice it to say that many of the tasks and techniques used in the first phase of the project were continuous to the extent that there was carry over into the second and third phases of the program. Needless to state that as the activities progressed many of the methods were altered to fit the situation and the tasks. And though in many instances the tasks remained the same, the methods of tackling them were changed.

Differentiation should be made between the two types of staff development attempted at Alabama State University. The first was the development of other faculty members of ASU, fitting them to be more effective in the ABE program on the university campus. This is far different from a second type of staff development designed to develop and extend the capabilities of the ABE staff itself. Whereas the first phase was concerned with the job of helping the regular ASU instructional staff to provide support to the Program in adult basic education on the campus, the second type or phase of staff development was to assist the ABE teachers who were on the campus to grow in professional stature, to gain more insights into the program, and to develop greater capabilities for work in the Program. Whereas the ASU faculty would be perhaps performing supplementary services to the Program, the ABE staff would comprise the core of the total adult basic program on-campus and off-campus. Whereas the regular ASU faculty — due to previous commitment or scheduling of classes — were limited to on-campus classes; the ABE staff could venture afield more in the teaching of off-campus classes. Whereas the non-ABE faculty may have been restricted to structured disciplines — due to scheduling — the ABE staff could transverse many disciplinary lines in an effort to meet the needs of the adults in the program. Whereas the in-service program of the non-ABE staff was localized or more restricted to the university campus, the in-service program for staff development of ABE personnel was based upon a regional, state, and sometimes, national approach. Thus, in referring to the two types of staff development procedures it may be well to treat them separately. This by no means

indicates that the two programs for staff development were attempted separately — in some cases the ASU staff and the ABE staff were combined for conferences — but the purposes of the training sessions were different.

Non-ABE Faculty at ASU

Before attempting to develop potential for the ABE Program among the non-ABE ASU staff progress had to be made in these subtle areas: (1) getting to be **known** on the ASU staff as a fellow faculty member. (2) getting to be **accepted** by the ASU staff as a faculty member, (3) getting to be known and respected by the students as a person and as a faculty member, (4) getting to be known and respected by non-professional personnel on the campus, (5) establishing rapport with the ASU faculty, (6) developing a rationale for working with the ASU staff, (7) getting acquainted and accepted by students, supervisors, administrators, and superintendents in local communities throughout the state, and (8) manifesting interest in the total program of ASU and evidencing a commitment for the ABE Project that tended to be contagious.

Getting to be known on the ASU campus as a fellow faculty member. It is a different thing to be appointed or hired by the administrative staff as a faculty member and to be **accepted** by the staff as a fellow employee. Only the new employee or appointee himself controls this destiny. Only the appointee himself can determine his relationships with his fellow employees. If he sees too much, talks too much, or appears to know too much, he is less likely to be accepted by his peers as a desirable companion. During the first few years on the University campus it seemed to the new ABE instructor that, since he was a newcomer and an outsider, it would be wise to proceed rather cautiously in developing the Project. He was conscious of the fact that, unless he could be accepted by the faculty as a person and a worthy employee, the Project was unlikely to be accepted by them. Acceptance or rejection of the personnel in a program will usually result in acceptance or rejection of the Program itself.

Establishing rapport with the non-ABE faculty. Establishing and maintaining rapport with the faculty of the university is a continuous task that confronts the ABE staff at ASU. Usually what people are not "up" on they are down. Thus it seemed to be important to keep the faculty well aware of what was going on in the Project and what projections were foreseen. Also, people are usually likely to be interested in people and programs that manifest some interest in them and in their endeavors. This theory indicates the

need to become more conversant with the various programs on the campus and to become better acquainted with the persons directing them. It was felt that the attitude one assumes toward other programs results in a type of reciprocity that may be positive or negative depending upon the attitude of the person. In developing such rapport members of the regular ASU staff were frequently called upon for counseling, consulting, and advising the Program. Their involvement increased their interest.

Getting to be known and respected by the students as a person and as a faculty member. The ASU students through their cooperation made great contributins toward staff development. Increased enrollment in the courses dramatized the need for more and better teachers in the ABE Program both on-campus and off-campus. Indeed it was through the activities of the students themselves that SDE and SREB saw the need of expanding funds to increase the instructional staff in the Program. The interest of the students was manifested by the fact that courses in the ABE Program had some of the largest pupil enrollments on the campus. Annually, the instructional staff is evaluated by the students. In all evaluations the students have rated the ABE staff among the highest on the campus. There may be those who theorize that any course that is popular on campus lacks the rigor and discipline of other academic courses. The ABE staff maintained that learners like a course because they like the instructor, because the instructor treats them as human beings, because the instructor expects no more respect from his students than he is willing to give to his students. Finally, the ABE staff flelt that in order to be effective as an ABE instructor the course content must be relevant and the methods and materials must be suitable for the students. Interpersonal relationships of teacher and student are given high priority in the ABE program at ASU.

Getting to be known and respected by non-professional personnel. One of the main planks in the philosophy of adult education is to "Treat all persons with worth and dignity, regardless of race, creed, or socio-economic status." Some of the staunchest friends and supporters that the ABE Program has are members of non-professional personnel. Individuals from this rank — even as other people — like to be given respect and feel that their opinions count. Members of this group can either make or break the effectiveness of the best staff in the world. If they like you, there is nothing humanly possible that they will not do for you. If they dislike you, there is nothing that they will do for you, and possibly nothing that they would not do to you if given the chance. Maintenance and custodial staff, secretaries and clerks, laborers with both white and blue collars

can expedite and advance, or hinder and destroy; they have become expediters and solicitors for ABE.

Developing a rationale for working with the University. Since the program on the ASU campus was new, and since the ABE instructor was a newcomer, it was deemed both important and necessary to develop a frame of reference in which the Project would be expected to operate. Most of the procedures were based upon the guidelines provided by the University for other existing projects and programs. Whenever there were no precedents for operation, clearance and confirmation were obtained from the administrative staff of the University. This situation necessitated strong lines of communication between administrative staff and the ABE staff at the University. The need for establishing rationale on the campus was intensified by the desire for the ABE Program to become an integral part of the University program rather than a separate entity existing on the periphery.

Getting acquainted and accepted by students, supervisors, administrators and superintendents in local communities throughout the State. One of the chief bastions of strength of the ABE Program at ASU has been the off-campus courses and services rendered to the local communities by the ABE staff. Personnel at the local level have had much effect upon staff development at the University level. The increased requests for services of the ABE staff have pointed out the need for increase in both quality and quantity of staff.

Manifesting interest in the total ASU program and evidencing a commitment for the ABE Project that tended to be contagious. The ABE staff attempted to avoid the appearance of being interested in the ABE Project and the ABE Program alone. If the ABE staff was to teach other staff members, students, and personnel about the Project, they had to indicate an interest in other programs on the campus as well as their own. The laissez-faire policy was avoided. The staff was active in many committees and organizations on the campus. Performance in the activities of the University demonstrated an interest in the University and its total progress.

Attitudes and Understandings

Progress toward developing relationships facilitated advances in meeting the major tasks in staff development: (1) orienting the regular ASU staff to an acceptable philosophy of adult basic education. (2) developing some consensus relative to a psychology of the adult learner, (3) helping the ASU staff develop some concepts and basic understandings of the nature and characteristics of the undereducated adult, (4) arriving at some conclusions of acceptable

methods and materials to use in teaching disadvantaged adults, and (5) acquainting the staff with the problems of illiteracy within the state, its possible causes, and the responsibility of the institutions of higher learning to become involved in taking positive action in doing something about it.

These were five tasks that, needless to say, had to be approached with great caution. The reason for the dilemma should be obvious. You simply can't walk up to a college or university professor and say: "Look, you guys have been doing a sorry job in the training and education of students whose job it is to go out into the world and teach youngsters in the public schools who in turn will either become potential dropouts or incompetent college material." Tact of the greatest dimension must be used. The college staff has to be led by small degrees to see the nature of the problem. The wise ABE teacher realizes the wisdom of the statement: "There are no guilty criminals in prison; all in that institution have been falsely accused and incarcerated." Institutions of higher learning are very unlikely to accept responsibility for the deplorable conditions in the public schools. And the ABE teacher with experience will not even attempt to convince them otherwise. An attitude of aggressive approach would have been most disastrous to the ABE Projejct on the ASU campus.

First, a climate had to be developed between ABE staff and ASU staff wherein each could talk freely and frankly about the academic problems confronting society and the state: the high dropout rate, increased delinquency, a 33% increase in the crime rate in Alabama (**Alabama Journal**, Sept. 6, 1974) as compared with a mere 6% increase in crime on a national average, the low quality of academic performance on the university level, increased competition for jobs due to more strenuous enforcement of laws against discrimination practices in employment; and the inadequacy and irrelevancy of many programs and courses in college and university to meet the needs of youth trying to "cope or make it" in a modern everchanging society. This approach to a discussion of the problem in a mere generalized manner rather than immediately engaging in specificities — perhaps at the expense of the university instructor — appeared to be a better approach to problem identification. Such an approach provided entrees into the more basic problems of developing a philosophy of adult basic education and the need to formulate a new psychology of adult learning.

Developing a philosophy of adult basic education. There is a distinct difference in a philosophy of education as sponsored by the

average school or college and a philosophy of adult basic education as conceived by the effective ABE teacher. The following philosophical beliefs formed the foundations of education undergirding the ABE Program at ASU:

1. Each individual is a person of worth and dignity regardless of race, color or creed. And, it is the responsibility of society to respect this inalienable right.
2. For each and every expressed right there is a corresponding implied responsibility. And it is the responsibility of the schools and of society to perpetuate this belief.
3. The art of "getting along" with people and the development and use of positive human relations are essential for successful living in a democratic society.
4. There are certain fundamental competencies and skills — reading, writing, and arithmetic — that are essential for living as a contributing member of society.

The adoption and execution of these beliefs are essential to adult basic education because the ABE teacher is not working with a captive audience as the teacher is in public school. The learners are in ABE classes simply because they desire to be there. And they desire to be there for the purpose of satisfying their felt needs.

Developing a psychology of adult learning. Equally important as a new philosophy of adult education is the need for a new psychology or theory of how adults learn. "You can't teach an old dog new tricks" is a cliche that has long since been discredited by scholars considered knowledgeable in the field of adult basic education. In tackling the problem of psychological theories of adult learning in the ABE Program at ASU attempts were made to help the regular staff to agree that adults could learn and would learn, if provided the proper environment and classroom climate conducive to learning. Many stumbling blocks or prohibitives to learning — particularly for the disadvantaged learner — were considered and discussed. Some of these were:

1. The linguistic problem: The fact that many adults — and even more youthful learners — were the victims of a restricted language. They failed to perform academically, not because they were "dumb" or mentally retarded, they simply did not understand the linguistic pattern of the teacher who was feared in an environment in which an elaborate linguistic pattern was in vogue.

2. Differences in sets of values: the value patterns of individuals brought up in deprived areas and ghettos is likely to be far different from those who were reared in more affluent areas.
3. We frequently hear the admonition by educators "That we should start where the learner is, rather than where we feel that he ought to be." Even the most gullible student — and perhaps a few teachers — have long since realized that this is pure lip-service to a lost cause.
4. In effective learning, base your instruction upon the experiential backgrounds of the learners. This belief has been more "expressional" than operational.
5. Learning is facilitated when the pace is set to the potential and interest of the learner. In the traditional school this truism is a mere myth.
6. Interpersonal relationships between learners and teacher is one of the most important factors in the development of effective learning on any level.

Such prohibitives to learning were discussed with select ASU staff members to help develop new insights into the problem of teaching teachers to give better instruction to disadvantaged adult learners. But, in order to do this, we emphasized the necessity for creating the same classroom climate on the university campus that the trainee would be expected to develop in the classroom at the local level when confronted by a group of undereducated adults who were perhaps forced out of school because of the system. Many of the problems were discussed merely for the purpose of getting reactions from the faculty and perhaps causing some indepth thinking on the problem and other important issues confronting the American school system. Some of the discussions possibly resulted in frustration of the participants —and perhaps the ABE staff — but it is suggested that it is during periods of frustration that one is stimulated to think. Hopefully, this was the case in point in this situation.

Discussion Formats

In addition to the informal talks with the ASU staff to promote staff development, another technique was used which proved to be quite effective. Three types of conferences were developed for the purpose of developing staff midst the ASU faculty. The three types of conferences were informal, semi-formal, and formal.

Setting up informal conferences. The informal conference grew out of a felt need. Due to a limited number of ABE staff, selected members of the ASU staff were frequently called upon for instruc-

tional services or to serve as consultants to groups on-campus or off-campus. When this happened, the selected staff member naturally wanted to know what was expected of him. Was he to teach a class; serve as a resource person; be a member of a panel; render consultant services; serve as a moderator for a meeting; or simply make an address or speech to the group.

After the staff member was informed of the kind and/or type of services expected of him the next question usually related to the nature of the services. That is, if it were an instructional task, "What am I to attempt to teach? What is the disciplinary area? What have they been talking about? How far have they progressed? What is the apparent academic level of the pupils in the class? What appears to be the best approach in gaining rapport with the students? If the service to be rendered was that of being the member of a panel, naturally the staff member wanted to know "What was the topic to be discussed? Who were the other panelists? How would the panel presentations be made? How much time would be allotted each panelist? What type of audience would be present? If the services were to be in other areas such as speaking or acting as a resource person, relevant questions were asked about the services expected of the staff member. Answering questions such as these in informal conferences gave the ABE staff excellent opportunities to give the staff member many valuable insights into the ABE Program.

Needless to say, any individual appearing before a group wants to know as much as possible about the group. He wants to know something about their past experiences, their beliefs, their values, and their taboos. Also, he wants to make a "good impression" on the group. Thus, the informal conference proves to be more effective with him than it would if the conference were merely about some situation or problem in which he was not directly concerned. It was through such informal conferences as these that the ABE staff was able to make the greatest inroads with the ASU staff relative to what the ABE Program was trying to accomplish. True, the services rendered by the ASU staff were excellent and had great effect upon the recipients, but the chief benefits to development of the program were derived from the effects that the services had upon the individuals rendering them. Involvement of the ASU staff in the Project has resulted in increased interest of the ASU staff in the Project.

Setting up semi-formal conferences. The informal conference was usually on a one-to-one basis, involving only the ASU staff member and the Director of the ABE Program. The semi-formal con-

ference was of a different type. Whereas the informal conference was a mere "buzz session" to discuss what the visiting staff member would be doing, the semi-formal conference was comprised of several individuals gathered to find out more about the Project and its purposes. The semi-formal conferences — sponsored by the ABE staff and funded by the Region IV Project — were usually conducted on Saturdays. The participants consisted of graduate students in the ABE Program, graduate assistants, ABE staff, selected ASU staff, and consultants considered knowledgeable in the field of ABE. Though an agenda was developed for each session, an atmosphere of informality dominated the sessions to the extent that all participants felt free to engage in spontaneous discussions of problems, whether the problems were listed on the agenda or not. This series of sessions gave opportunity for students, graduate assistants, ABE staff, ASU staff, and consultants to engage in frank discussions of the Project. Each could talk "eye-ball to eye-ball" with another without fear of academic reprisals. During sessions like these, in which all of the participants were placed upon the same level — relative to status — an atmosphere of permissiveness prevailed that was most conducive to teaching and learning. Students expressed great admiration for the opportunity to sit down and talk freely with their peers and superiors about some of the problems that deeply concerned them. The consultants — in all cases individuals with terminal degrees — had great effect in their influence upon students and staff members.

The question may well be asked: How do you motivate members of a university faculty, and ABE staff, and consultants to attend an educational meeting on Saturdays? One factor was the rapport established with the students and the ASU staff. A second factor may have been the provision of honoraria for all of the participants — the ABE staff excepted — by SREB. And of course, the major factor may have been the desire of the participants to interact with the types of consultants that were engaged for the series of meetings.

Arranging formal conferences. The formal conferences were more structured than the semi-formal and informal conferences. Whereas the informal and semi-formal conferences dealt with problems more extemporaneously, the formal conference was concerned with the solution of specific problems, particularly those on the agenda. The formal conference was a more closed affair than the other two. This is to say that students — other than graduate assistants — were usually excluded from the meeting. The reason for this was the fact that usually the discussions were not relevant to

the immediate interests of the students. The concerns of the meeting were, in most cases, such tasks as staff development, program development, administrative concerns, and other problems that are less likely to interest the average student. Many consultants were secured for each conference. The rationale for this was to develop an interdisciplinary approach to program development and problem solutions. During the formal conferences it seemed essential to have representatives from various administrative levels attend the conferences. This was to give the administrators the opportunity to keep abreast of what was going on in the Project. Again it is reasserted that no project or program can advance faster or further than those who are in positions of leadership in the institution. Meetings of this type in which administrative, supervisory, and instructional staff were engaged provided an excellent opportunity for strengthening the lines of communications between the groups and the creation of more unity of effort for Project development.

During the conferences some problems were discussed and solved easily that would have been more difficult in other situations. Each of the conferences — usually conducted on Saturday to avoid conflict with the daily schedule of administrative staff — ended with a luncheon in order to continue discussions in a more informal manner. Financial assistance for the luncheons and for honoraria was provided by the Region IV Project. The rationale for giving honoraria to the ASU staff was the fact that it seemed unreasonable to provide them for visiting consultants and not for the university staff, especially since it was to the university staff that the Project had to look for support and services. The formal conferences played a significant part in developing morale and rationale for Project support on campus.

Conducting consortia. The consortia was another series of Saturday training sessions intended mainly for the non-ABE staff. These three training sessions, however, benefited both the regular ASU staff and the ABE staff, who attended all three meetings. Each consortium was designed for one of three groups: the administrative staff of ASU, the supervisory staff, and the non-ABE instructional staff of ASU who had been working in the ABE Program or were interested in doing so. All three consortia were sponsored and funded by the state department and the Region IV Project.

Consortium I comprised of top level administrators of the University, ABE staff, consultants, and SDE officials, acquainted the administrative staff with the Program, its purposes, and some of its problems. The administrative staff obtained many viewpoints of

staff (ABE) and consultants and clarified their own thinking on issues and answers that concerned the Program. The consultants were able to point out to both ABE staff and administrative staff how other institutions of higher learning, beset with the same problems, went about developing solutions to them.

The agenda of the consortium had four parts: (1) the introductory phase in which the ABE Director gave a brief statement of the purposes and procedures of the meeting; (2) Phase 2 during which the administrative personnel could ask questions and/or make suggestions for improvement of the Program; (3) Phase 3 in which the consultant — thus far having acted as a sounding board — could make an informal presentation based upon what he had heard during the meeting. Each consultant was advised prior to each consortium of the nature of the meeting and what services were expected of him; and (4) a luncheon at which the participants could discuss informally their concerns about the Program.

Consortium II was composed of heads of departments, committee chairmen, and leaders in several disciplinary fields of the University. Other participants were the ABE staff, representatives of the state department and the Region IV Project, and consultants. During Consortium II additional consultants were invited into the Program. The first consultant returned in order to maintain continuity of the consortia. The same type of format of agenda was developed for Consortium II, as for Consortium I. Since the supervisory staff was much closer to the Program through observations, conferences, and formal staff meetings, their discussions were far different from those of the administrative staff during Consortium I. Whereas the administrative staff was chiefly concerned with organization, operation, and administration, the supervisory staff was concerned with instructional procedures, staffing, methods and materials, and dovetailing the program with other instructional programs of the University.

Consortium III provided the most fructifying experiences of the three consortia. It was during this session that the ABE staff, staff of ASU, officials of SDE and the regional project openly and frankly discussed problems that concerned the program of adult basic education in Alabama. The staff—particularly the ABE staff—spelled out the differences between the philosophies of adult education and of adult basic education. Participants freely expressed the need for a reorganization of university approach in meeting the needs of students so that adult education programs would not be necessary.

ABE FACULTY

Mention has been made of the differences in purposes of staff development for the non-ABE staff and the ABE staff. Distinctions may also be found in the procedures for developing the two staffs. These differences were based upon the following assumptions: (1) the regular ASU staff had to be oriented into the program, but the ABE staff already had concepts of the program, (2) the ABE staff (now numbering three) being already in the Program, should have definite commitments to the program, and (3) the experiential background of the ABE staff had prepared them for a more advanced type of developmental training. The five types of experiences that provided the opportunity for development of the ABE staff are described below.

Regional conferences. The Region IV Adult Basic Education Staff Development Project was funded to improve the quality and quantity of teacher training services at the state and university levels. From 1969 to 1972 the Project arranged a series of conferences designed to improve the capability of ABE personnel throughout the Southeast. More than a dozen regional conferences were conducted across the region. The conferences provided the ABE staff at ASU the opportunity of listening to outstanding consultants in ABE with national reputations; engaging in panel discussions and presenting position papers to the conferences; interchanging ideas with the various members of the conference; and gaining ideas of what was happening in the field in other areas of the country.

Following each conference the Region IV Project prepared and provided each of the participants with a written record of the proceedings of the conferences. These formal reports were quite informative and of great assistance to the ABE staff at ASU in planning its conferences on the campus. The conferences also allowed the ABE staff to become more widely known throughout the Region and to receive invitations to render services in other states throughout the Southeast. It was during this series of conferences that the ABE staff was able to make contact with outstanding persons in adult education who could be used as consultants and resource persons in the attempt to develop a better program at Alabama State University. The graduate assistants also received many insights which enabled them to be of more assistance to the ABE Program on the ASU campus.

State meetings. The State Department of Education, Area of Adult Basic Education, under the leadership of Norman O. Parker,

ABE Coordinator in the State of Alabama, provided many opportunities for staff growth and development of the ABE staff at ASU. At least one person from the ABE faculty was appointed as a member of Alabama's Project Planning Committee whose function it was to oversee and help plan staff development/dissemination activities for the entire state. These meetings enabled the staff to become better acquainted with some of the leading adult educators of the state, to meet ABE personnel from other state universities, and to listen to their problems and suggested solutions.

The State Advisory Committee for Adult Education, whose membership includes ABE faculty at ASU, affords another opportunity for staff growth and development. It is during these meetings with the Committee that the group comes to grips with problems of the ABE program at the state level. As a result of the meetings the ABE staff at ASU is able to keep abreast with the growth and development of the ABE Program at all levels.

Staff meetings on the campus. Staff meetings on the ASU campus provided another opportunity for development of the ABE staff. During these meetings — kept down to a minimum — the ABE staff was able to interchange ideas and discuss problems that confronted the various members of the staff. Materials for the Program were discussed and literature of various types were exchanged. The need for new and varied types of equipment was discussed and some consensus was developed on the type(s) to be purchased. The small size of the staff enabled the development of close relationships between staff members resulting in a more united effort in staff development.

Requests for services at the local, state, and regional level. Invitations extended to the staff to participate in in-service meetings and training programs at the local, state, and regional level provided some excellent opportunities for growth and development of staff in adult basic education at ASU. Members of the staff were often invited to make presentations before civic and/or professional groups, to serve as consultants, and to provide resource services to groups. At the local level ABE staff have been invited to speak or make presentations to many professional groups in the public schools of Alabama. Presentations have been made to various groups on the state level. Invitations have been received from, and services rendered to, more than a dozen institutions of higher learning, among which are Mississippi State University, Starkesville, Mississippi (twice); the University of Georgia, Athens, Georgia (twice); the University of Tennessee, Knoxville; Middle Tennessee State Univer-

sity, Murfreesboro; Memphis State University, Memphis; Auburn University, Auburn, Alabama; Alabama A. & M. University, Huntsville; the University of Alabama, Tuscaloosa; Albany State College, Albany, Georgia; the University of Arkansas, Fayetteville; the University of South Alabama, Mobile, and several junior colleges and academies throughout the State of Alabama. Preparation for services such as these made it necessary to engage in more rigorous research which resulted in further staff development. In many instances when a staff member was invited to extend services to other organizations and/or agencies, the entire staff was engaged in providing assistance by research, offering suggestions for presentations, or even mere "leg-work" (graduate assistants) in getting the presentation in shape for delivery. This procedure resulted in staff development for the entire group. Also, the experience afforded new insights that were of great benefit to staff members.

Summer institutes. During the five-year interim, five summer institutes for the training of ABE personnel were conducted on the ASU campus. The five institutes — one national and four state — resulted in the growth and development of ASU staff as well as local program personnel. Local supervisors and instructors, serving as group leaders, were asked to participate in the planning of the institutes and to serve as instructors. The consultants for the institutes had significant effect upon the growth and development of the staff.

During the summers of 1970, 1972, 1973, and 1974 teacher training institutes were conducted on the ASU campus and funded by the State Department of Education. Approximately 300 ABE personnel from throughout Alabama were involved in the four two-week institutes. Outstanding persons in ABE were brought in as consultants and resource persons to work with the groups. Prior to each institute the five group leaders and the state department area supervisors met at least twice to draw up the format for the two weeks and to develop a rationale in which the training sessions would be conducted. The planning sessions provided an excellent opportunity for growth of staff.

The institutes had the following concerns: finding out more about the adult learner and how he learns; curriculum construction and development in ABE, developing materials for the content areas in ABE; and materials, methods and media in adult basic education. Formal reports were written and materials were developed that would benefit ABE teachers at the local level. The activities in which the ABE staff at ASU engaged provided some valuable experiences

that had telling effect upon their growth.

The national summer institute. During the summer of 1971 a national institute for ABE teachers was held on the campus at ASU. The three-week institute brought together participants from 17 eastern states. Varied social, economic, and experiential backgrounds provided the participants with the opportunity of becoming more familiar with some of the persistent problems besetting individuals in various sections of the country.

More than 25 persons visited the ASU campus as consultants during the three weeks of the institute. The consultants made formal presentation to the general assembly, engaged in group discussions, served as panelist, and in many instances worked with the smaller "task forces" of the institute. During the first week of the meeting the 100 participants were divided into five task forces with approximately 20 participants each. Each task force had a leader, an assistant leader, and a graduate assistant. Clerical assistants were available to each group to assist in preparing the formal report it was asked to file with the Institute Director at the end of the institute.

Officials of the 17 states involved in the institute had been very cooperative by providing the names of institute participants. This procedure made possible the selection of some of the most able individuals in the area of ABE. Most of the state directors in ABE visited the campus during the institute and made formal presentations that allowed the several participants to see them and get acquainted with them. Officials from the national and regional level visited the institute and made many valuable contributions to the program. After three weeks of intensive work the institute ended in a high key. Many of the participants expressed regret that the institute had to be brought to an end.

Approximately six months after the institute a follow-up study was made to determine the outcomes. A group composed of randomly selected participants was called back to the campus for evaluation of the institute. The five group leaders along with outstanding consultants were also invited to assist in developing an evaluatory instrument and a formal report that could be presented to HEW and state officials.

Part III

PROGRAM DEVELOPMENT

APPROVAL OF THE GRADUATE PROGRAM IN ABE

During the third year of the Project the ABE staff developed a graduate program in ABE leading to the Master's degree. The program was presented to the Graduate Council of the University and recommended for approval. It was then submitted to the State Board of Education who reviewed it, inspected the facilities, equipment, and materials for operation, and gave its approval. The growth of the Master's Program in ABE was phenomenal. There was unbelievable increase in enrollment in both on-campus classes and off-campus classes. The growth in class size was so great that the State Department of Education was induced by Norman O. Parker, Coordinator of ABE, to provide funds for an additional staff member, bringing the total ABE faculty to three.

The success of the Master's Program encoufaged the Dean of the College of Education, Gordon C. Bliss, to advise the ABE Director to draft a proposal for, and a program leading to, the "AA" Certificate, a six-year degree. The ABE staff drafted the proposal. The task of developing the program leading to the "AA" certificate necessitated the professional assistance of outstanding educators considered knowledgeable in the area of adult basic education. Having learned a lesson, through experience, the difficulty of using the "lone-approach" to getting new, untried programs on the college and/or university campus, the ABE staff requested the services of the most outstanding individuals that funds would afford to help draft the program description. The rationale here was that if consultants—considered knowledgeable in the field of education in general, and in adult basic education, in particular—were used to assist in drafting the proposed program, then those educators who were to review the program, accept or reject it—could not well afford to reject it. This thesis proved to be sound. The program leading to the "AA" Certificate was approved with all "deliberate speed." It seems fitting to state that before approval was given by the State Department of Education visits were made to the campus by the Department, and numerous conferences were held with Dean Bliss, the chief sponsor and "Friend at Court" of the "AA" Program in ABE on the ASU campus.

The "AA" Program was almost as rapid in growth as the Master's Program. Even students with majors in other disciplines used some of the courses in the Program as electives or as sources of enrichment. The adult basic education program at Alabama State University boasts of the greatest number of enrollees of any pro-

gram of like nature in the southeast. As far as the ABE staff knows, (and we stand to be corrected) there is no similar or comparable program in the Southeast.

RELATIONSHIPS BETWEEN STAFF DEVELOPMENT AND PROGRAM DEVELOPMENT

Staff development and program development are two inseparable entities. The reasons for this should be quite obvious. The quality of a staff that one has is quite likely to determine the quality of a program that is going to be developed. An incompetent staff is unlikely to come forth with a comprehensive, effective program. And, an incompetent staff, lacking adequate capabilities, would not—even if given a program with great possibilities—know what to do with it. Thus staff development and program development go hand in hand, each complementing and supplementing the other. This is to say that in the attempt to develop staff and program at Alabama State University no effort was made to schedule a particular period or block of time to work on program development. Rather the time and effort shuttled back and forth between the two. At times the two would be discussed at the same time. In developing staff and program the ABE staff was confronted with such questions as: Based upon the type of staff that we have at present what kind of program can we develop? Based upon the potential learners that we anticipate for the program, what kind of program do we need? What kind of resource persons do we need to supplement development of the program? What kind and type of assistance may we anticipate from sources outside the University? How can the ABE Program strengthen the program at ASU, and vice versa? To what extent, if any, should there be similarities and differences in the ABE Program and other programs on the ASU campus?

It seemed important to the purposes of this report to list some of the outstanding consultants and resource persons who aided the ABE staff at ASU in the development of both staff and program:

1. George Aker, Professor of Adult Education, Florida State University
2. Luther Black, State Director of ABE, Arkansas
3. Gordon C. Bliss, Dean of the College of Education, ASU
4. George W. Brooks, State Department of Education. Tennessee
5. Frank Commander, Director of Adult Education, University of South Carolina

6. James Carson, Professor of Adult Education, Tuskegee Institute
7. Donnie Dutton, Director of Adult Education, Memphis State University
8. James Dorland, Executive Director of NAPCAE, Washington, D.C.
9. Luke Easter, Area Supervisor, State Department of Tennessee
10. Jerry Farley, Educational Specialist, Tennessee Valley Authority
11. Harry Frank, Professor of Adult Education, Auburn University
12. George W. Gore, President Emeritus, Florida A. & M. University
13. Billy Joe Glover, Area Supervisor, State Department of Tennessee
14. Pearl Gunter, Associate Professor of Education, Univ. of Tenn., Martin
15. Charles Horner, Principal, Memphis City Schools
16. Leon Hornsby, State Consultant, Department of Education, Alabama
17. William Keaton, Area Supervisor of Instruction, Arkansas
18. Ollie Luster, Director, Adult Education, Alabama A. & M. University
19. J. Deotha Malone, Supervisor of Instruction, Sumner County Schools, Gallatin, Tennessee
20. Ross McQueen, Area Supervisor, Department of Education, Alabama
21. John Peters, Director, Adult Education, University of Tennessee, Knoxville
22. Norman Parker, Coordinator of ABE, Alabama Department of Education
23. Theodore Pinnock, Professor of Adult Education, Tuskegee Institute
24. Peggy Sparks, Adult Education Program, Tuskegee Institute
25. Berneice Thompson, Supervisor, Home and Family Relationships, Kentucky
26. Curtis Ulmer, Director Adult Education, University of Georgia

Staff members of Alabama State University who have served as consultants and/or instructors for the Program are:

1. Reva Allman, Professor of Education
2. Leroy Bell, Jr., Dean of the Graduate School
3. Gordon C. Bliss, Dean of the College of Education
4. Zelia Evans, Chairman of the Department of Education
5. Charles Minor, Assistant Professor of Education
6. Atheal Pierce, Associate Professor of Education
7. Thomas Robinson, Professor of Education
8. Curtis Stanley, Associate Professor of Education
9. William P. Smith, Professor of Education
10. Holland Walthall, Associate Professor of Education
11. Charles Wade, Vice President of Academic Affairs
12. S. J. Whisenhunt, Director of Student Teaching

Region IV Project Staff, too, functioned in the consultant relationship including Preston Torrence, now with the Atlanta University complex, Charles Kozell, now with the University of Illinois Continuing Education Center, and the Project Director, Edward T. Brown.

THE IN-SERVICE TRAINING PROGRAM

In addition to the several in-service training meetings conducted by the Region IV Project on the regional level at least four types of state in-service training meetings were conducted by SDE, on the state level. These were: (1) state-wide in-service meetings, (2) area in-service meetings, (3) local district in-service meetings, and (4) the one-day drive-in conference.

The central in-service program. The statewide in-service programs were usually conducted at Alabama State University in Montgomery. The logic of selecting ASU as a training site was presumably based upon the fact that the ASU campus was most centrally located in the state and the participants would not have to travel excessive distances. However, despite this arrangement some participants had to travel over 400 miles to reach the training site. This posed some problems: the participant either had to come to Montgomery the night before the meeting, entailing the expense of lodging; get up at an unseemly hour in the morning in order to get to the meeting on time; or the meetings had to begin late and end early in order for participants to arrive home at a reasonable hour in the night. Also, the distance in miles made prohibitive the possibility of inviting a greater number of participants to the meetings. Ex-

cessive mileage incurs increase in travel expenditure per participant. And, extensive travel distances discourage participant attendance.

The area in-service meetings. Because of the problems of central meetings, a plan was developed whereby in-service meetings would be conducted in at least five locations around the state to provide service to an area. Strategically locating the training sites had advantages: (1) it allowed more participants to attend the meetings with no increase in expense, (2) it was easier for state officials and consultants to travel to the training sites than for a large number of participants to come great distances, (3) the training site being in close proximity of the participants allowed more time for actual meeting activities, and (4) the experiences and problems of participants in the area were more likely to be similar and relevant to the group than those on a statewide basis. And, SDE through its newsletter keeps the various areas informed about what is happening in other sections of the state.

In-service at the local level. In-service training at the local level has made great strides in Alabama. Due to the excellent job being done by SDE and the regional project in the area of staff development and program development leadership at the local level has increased to the extent that many of their in-service meetings grow out of their own initiative. This is not to suggest that services provided by SDE and the Region IV Project are no longer needed. It simply means that many of the tasks can now be assumed by local personnel thus freeing personnel in the state department to extend their services and responsibilities. To place full dependence of the in-service program on the local level might result in a provincialism similar to the situation before the program was more centrally organized.

The one-day drive-in conference. This type of conference allowed follow-up services for the other pre-service and in-service meetings. It was during such conferences that "feedback" could be obtained from the participants who had engaged in one or more of the other types of conferences. These inputs allowed the SDE staff to improve on future in-service programs. The conferences were meaningful in that they allowed the participants to sincerely feel that their ideas and suggestions relative to program improvement were really listened to and that they would be given serious consideration.

It seems significant to point out that whereas during the first two institutes leadership came from without the state — during the last three institutes it has come from within the state.

ASCENSION AND DESCENSION

Program of development in adult basic education at Alabama State University had at least two distinct characteristics. On the one hand there was documentary evidence of growth and development. This we choose to call the characteristic of **ascension.** On the other hand there is documentary evidence of decline. This we choose to label the characteristic of **descension.** The period of ascension was earmarked by the following characteristics that proved to be most productive in the task of program development. Flexibility in operation and scheduling of classes was important. The ABE staff was given the freedom to organize and operate classes in any community that requested its services. Restraints were not made upon ABE staff participating in pre-service or in-service meetings at the national, regional, state, or local levels without the sanction of administrative approval, save that of the employee's immediate supervisor. Also, lines of communications were open to ABE staff for contact with other national, state, regional, and local personnel, thus speeding up the machinery of the operational tasks.

The earmarks of the period of descension of the program were also characterized by those seeking to develop effective programs in adult basic education: (1) institutionalization brings about adherence to customs and ideas long "debunked" by educators of modern vintage in the field, (2) the restriction of ABE classes to the ASU campus — save three centers in which the Program has few student enrollees — limits to a significant degree the number of students (from outlying areas) that the University is able to serve, (3) some decline of administrative assistance on the University staff is evident, and (4) the development of "apathy" on the part of the ABE staff as the result of decrease in administrative support.

GRADUATE PROGRAMS

When the Project was first initiated, there was no thought of an ABE Program on the ASU campus. Full attention was given to the development of the Project which entailed such tasks as: (1) developing a series of courses for ABE teachers, (2) assisting in the improvement of pre-service and in-service programs for state and local systems, (3) developing potential for ABE among selected ASU staff, (4) securing and/or developing a full-time ABE staff, (5) recruiting and retaining a sufficient number of graduate students to merit the existence and operation of the ABE Project, (6) developing a series of formal and informal conferences involving both students and faculty, that would give impetus to the Project, and (7)

developing and operating off-campus classes that would extend the services of the Projejct to any local communities which desired them.

The effectiveness with which these tasks were achieved helped to demonstrate the need for an organized graduate program in adult basic education. The development of the program was facilitated by (1) the continuity of the ABE staff, (2) the cooperative assistance of the ASU staff, (3) the professional help of outside consultants, (4) the funding and administration of SDE and the Region IV Project, (5) the interest and assistance of the hundreds of students enrolled in courses, and (6) the cooperation of superintendents, supervisors, ABE teachers, and citizens at the local level.

The transition from Project to Program was so smoothly accomplished that it is difficult to determine where the Project ceased and the Program really began. Perhaps the ABE staff itself did not realize just when the transition occurred. Indeed there are those on the ASU campus who still question whether or not we have moved into a legitimate curriculum, or if we are still in the stages of the Project.

Two graduate programs leading to advanced degrees in adult basic education are now in operation on the ASU campus. These are (1) the Master's degree program and (2) graduate study, post-Master's level, leading to the "AA" Certificate. It should be recalled that during the initial stages of the Project only a few courses were planned to assist both present and potential ABE teachers to develop more capability in working with deprived and undereducated adults. The growth of the Project as reflected in increased student enrollments, improvement of staff, and the increase and improvement of materials for the Project resulted in these graduate programs in ABE.

The Master's Program. Many persons and agencies gave assistance in developing a program leading to the Master's degree in ABE, (see use of consultants in this section). Because of recency of the Project on the campus — and perhaps in the state — it was rather difficult to sell the idea of an adult basic education program on a graduate level to the Graduate Council. Some individuals had never heard of the term adult basic education. When advised that the ABE Program was concerned with the wiping out of illiteracy many thought that the program would be concerned with the actual teaching of semi-illiterates or disadvantaged adults, rather than in preparing teachers to teach those adults. Perhaps there are some individuals on many university campuses who fail to discriminate between

the two basic concepts. There is, or rather ought to be, a distinct difference in teaching adults and the training of personnel to actually teach the undereducated adult.

Forty-five quarter hours of graduate study are required for the Master's degree. There are thirty hours of required courses and fifteen hours of electives in related subject-matter areas making a total of forty-five hours. The required courses leading to the Master's degree are:

Course No.	Title of Course	No. of Hours
402	Foundations for Teaching in Deprived Areas	5
553	Methods and Materials in Adult Basic Educ.	5
555	Curriculum Development Adult Basic Educ.	5
556	Problems and Practices in Adult Basic Educ.	5
559	The Practicum in Adult Basic Education	5
561	Teaching Minority Groups in Deprived Areas	5

Desired outcomes of the courses. During the course(s) it is expected that both teacher and pupils will emerge from the course having developed certain attitudes, skills, and knowledges (Operation "ASK") that will better fit them to work effectively with deprived adults. It seems important to emphasize that the attitude of the teacher in her relationships with learners and her human skills in dealing with people is just as important — and perhaps more so — as the acquisition of knowledges alone. During Course 402 the pupil will gain some attitudes, skills, and knowledges relating to the philosophical, psychological, and sociological foundations that are essential for working with undereducated adults. Course 553 will develop skills in the use of methods and materials that are suitable for deprived adults. Course 555 helps the teacher to develop those attitudes, skills, and knowledges considered essential in curriculum development. Course 556 was designed to make an indepth study of some of the problems and practices used in ABE. Course 559 allowed the teachers to practice some on-the-job behavior in an actual ABE classroom. Course 561 provides opportunity for the study of minority groups and their characteristics.

The "AA" Program. The "AA" Program consisted of graduate courses at the post-Master's level. Forty-five hours of graduate study are necessary for the "AA" certificate with 15 to 24 hours of electives in other disciplinary studies:

Course No.	Course Titles	Credit Hours
Educ. 650	Problems in Adult Education	1 - 10

Educ. 651	Program Planning in Adult Educ.	4
Educ. 652	Administration and Supervision in Adult Education	4
Educ. 653	Adult Learning	4
Educ. 654	Research in Adult Education	4
Educ. 699	Field Study in ABE	1 - 8
Electives	(Interdisciplinary studies and selected courses)	15 - 24

Desired outcomes of the "AA" Program. During the courses it is expected that both teacher and pupils will derive the following attitudes, skills, and knowledges as a result of learning experiences garnered from the course(s). Again it should be strongly emphasized that the expertise, attitudes, skills and knowledges used and developed in working with the students will be of utmost importance. And, the manner in which these are used will be most important to the development of the Program and the teachers enrolled in the Program. Course 650 (1 to 10 hours credit) provides opportunity for intensive and extensive research in the field. Course 651 was designed to promote knowledges and skills in the task of program planning for undereducated adults. Course 652 emphasizes the need and method of teaching personnel to develop techniques and skills that would be effective and applicable to the acquisition of capabilities designed to promote the effectiveness of ABE teachers in the classroom in teaching adults from deprived areas. Course 654 was designed as a learning experience to further extend the skills and knowledges acquired in Course 542, Research in Education. Course 699 was designed as a field study wherein each student, or a group of students could investigate problems in adult basic education.

Relationships between the Master's program and the "AA" program. The two graduate programs were designed to aid and augment each other. The "AA" Program was to provide a continuous avenue of academic pursuits beyond the Master's program. As such, the post-Master's Program was so structured that transitions from one to the other were made without difficulty. The student, once having been admitted to the Graduate School of ASU and having maintained a "B" average and fulfilled all requirements for the Master's degree, had only to apply for admission to the "AA" Program, be appointed an advisor, and have a prospectus of his program prescribed and approved by the Dean of the Graduate School. That last procedure constituted the major problem of the process. During the early periods of the student's enrollment in the Master's Program, those students who evidenced promise of having great academic

potential were encouraged to continue their work in ABE on the "AA" level.

ADULT BASIC EDUCATION VERSUS ADULT EDUCATION

Many have expressed concern over the fact that Alabama State University has developed a graduate program in ABE rather than in a broader field of adult education. There are several reasons for the approach made by the staff at ASU. When the Project was first initiated the prime purpose was to develop teachers with capabilities in ABE. It seemed feasible to assume that the most logical way to attack the problem of illiteracy in the state was to assist in increasing the skills and insights of teachers who had been selected to work with undereducated adults. It also seemed quite evident that methods and materials used in the regular school program would be totally unsuitable for the undereducated adult. An attempt was made to avoid duplication of effort in program development by the four major institutions of higher learning in the state. Alabama State University is the only university in the State, and perhaps in the region, that has a program strictly designed to train teachers who will work with basic level undereducated and adult education. The staff at ASU maintains that all learners 18 years of age or older who are engaged in academic pursuits at the post-secondary level are engaged in adult education. Those who are below the twelfth grade level, or who are functioning below this level, represent the target population for ABE programs. At present, in Alabama, the target population is comprised of those who have less than a fifth grade education. Thus, in the mind of the writer, the thesis that there is a distinct difference between the philosophy of the two schools seems to be a tenable one. At Alabama State University, our program is concerned with developing teachers who can relate to disadvantaged adult learners and thus assist in decreasing the pockets of poverty and ignorance that tend to increase within the State.

INNOVATIVE AND CREATIVE ACTIVITIES CONTRIBUTING TO PROGRAM DEVELOPMENT

Activities and innovations presented in this report are those that — in the opinion of the writer — made the most significant contributions to the growth and development of the ABE program at ASU. We have suggested that the many tasks, techniques, and procedures used in program development are quite interrelated. There may appear to be overlapping or redundancy in data on the many types of activities. For example, an extensive number of consultants were

used, but they rendered services in many areas — staff development, program development, prescribing courses for the graduate program in ABE, serving as resource persons for the several summer institutes, and providing advisory services for the total development of the project and program. The question has been repeatedly asked: "What was done; how was it done; and why was it done?" An attempt will be made to present some innovative activities that helped develop the program.

OBJECTIVES OF THE PROJECT/PROGRAM

The stated objectives of the Project were:

1. To decrease the number of illiterates — 850,000 twenty-five years of age or older in Alabama.
2. To develop a professional staff within the state with capability and expertise sufficient to tackle the problem of illiteracy.
3. To develop courses on the graduate level that would assist ABE teachers in gaining knowledges and skills for use in working with ABE learners.
4. To assist in improving and extending the pre-service and in-service program provided ABE teachers by the State of Alabama.
5. To strengthen the lines of communication between SDE and the university staff in their fight against illiteracy in the State of Alabama.

The stated objectives of the Program were an extension of the objectives of the Project. Whereas the purposes of the Project were to develop courses for the improvement of ABE teachers, the central purpose of the Program was to develop a graduate program in ABE for ABE teachers. The specific purposes of the Program were:

1. To develop an adequate and capable staff on the university level for the training of ABE teachers in Alabama.
2. To provide consultant services for local systems in ABE.
3. To provide an academic "backlog" of trained personnel in ABE.
4. To create more public awareness of the problem of illiteracy in the state.
5. To develop a program on the graduate level that had the "respectability" of other academic programs on the campus.
6. To develop materials and methods that were more suitable to the training of adults than the traditional methods and materials used.

THE OFF-CAMPUS CLASS PROGRAM

During 1969-1970 the only off-campus classes conducted by ASU were under the auspices of and by the ABE Project. Earlier off-campus classes had been conducted by Alabama State College but had been discontinued. During the three-year interim of the ABE Program classes were organized and taught in the following sites: Eutaw, 1 class, later expanded to 3 classes (with over 100 graduate students) and 1 undergraduate class; Tuskegee, 2 classes; Tarrant City, 2 classes, Monroeville, 1 class; Eufaula, 1 class; and, during the last two years three classes typically enrolling 40 students each, have been conducted in Clayton, Alabama. Needless to say these off-campus clases, have significantly augmented the enrollment totals of Alabama State University. School superintendents, boards of education, and local school principals were quite helpful in developing off-campus classes by providing school facilities, furnishing utilities such as heat and light. and even recruiting learners for the classes.

Other factors also contributed to the growth and development of the classes. These were: (1) the inherent personal interest of the instructional staff in the pupils, (2) the lack of cumbersome delay in registration due perhaps to the smaller number of students registering. (3) the interest that the ABE staff took in the academic records of the students, (4) the smaller size of the classes that afforded more individualized attention to the needs of the students, (5) the positive interpersonal relations existing between instructor and students, and finally, (6) the appreciation of the students as evidenced by their punctuality, attendance, and academic endeavors in the class.

The cooperation, punctuality, and devotion to duty of the off-campus students cannot be overemphasized. It was they who played a major role in the recruitment and retention of other students. If the faculty manifested an interest in the students by consistently reporting to class despite inclement weather conditions, the students reciprocated by developing a punctuality and an attendance record of greater than 95 percent. If a student was absent from class the teacher could rest assured that the absence was due to illness or death in the family, or some incident over which the student had no control. One case in point is the very touching experience that occurred in one of the writer's classes. One of the students in the class had had the misfortune of having her son killed instantly in a car-truck accident. As soon as the instructor arrived on the campus for class several of the students informed him of the tragedy and advised

him of the fact that the mother—one of our students—was so "shook up" that she would be unable to attend class, and please excuse her. Imagine the amazement of both teacher and classmates when the student appeared in person and asked to be given permission to leave. The atmosphere was indeed tense with emotions. This incident was intensified in the mind of the writer by the fact that this pupil — though already having a Master's degree — took every course that the other students took who were pursuing Master's degrees in the area of ABE. Thus far, the student, a full-time teacher, has taken more than 60 credit hours of work in ABE and is still registered in the Program. When asked about her continued enrollment in the Program despite her Master's degree and 60 accumulated hours, she replied "Oh well, I like the Program and the courses; I can use some of the experiences in my regular classes; and, I like to be in class with my friends."

One incident that was rather humorous to the instructor occurred after the instructor had driven through blinding sheets of rain to get to class. Many drivers — particularly those with more sense than the instructor — had pulled to the side of the road to wait for the wind and the rain to subside. The teacher drove on hoping that he would eventually run out of the storm. The teacher finally arrived at the class meeting site, still during the rain. But, imagine the teacher's surprise when he noted that the parking lot was crowded with cars, and hardly a student absent. "What are you all doing here in the midst of all of this storm?" asked the teacher. "You're here" was the unanimous response. "Why," retorted the teacher, "A fool would have better sense than to come out in weather like this, even for a class." "You didn't seem to have better sense than to come out," retorted the class. "I just didn't want you to come out — even in weather like this and find the teacher not here," stated the instructor. "The same goes for us, too. We didn't want you to come here and not find us here."

Such spirit as this and such attitudes as these more than recompense the faculty for their time and effort in driving the several hundred miles weekly to teach students.

ESSENTIAL ELEMENTS OF THE PROGRAM

An acceptable program for the training of teachers to work with disadvantaged adults cannot thrive in the kind of structured program that is usually evident in the average traditional college or university. Realizing this, the ABE staff at ASU attempted to develop a learning climate in which four major elements were fostered.

Flexibility. Flexibility is of immense importance in developing an effective program for undereducated adults. Since these individuals are usually heads of families they must work. Also they have many responsibilities and may not always be able to attend class on schedule. At the end of the day's work they may be tired and mentally sluggish. In view of these conditions their instructional program must be flexible. The program needs to exhibit flexibility in scheduling, in the time that the class meets, in the place that it meets, and in the amount and kinds of materials to be learned. The learner should be encouraged to proceed at his own pace, learning those things that he considers important to him. Thus, in order to drive home this point to our graduate students, our program built in this flexibility. Hopefully, they in turn build it into their ABE classroom.

Accessibility. The second element of the program essential to development and progress was accessibility. Regardless of how well the program has been planned and promoted, and regardless of the academic potentials and facilities of the college or university, if these are not accessible to the individuals that need them most, the intended services are likely to be ineffective. It was this factor that influenced the regional project and the state department to encourage off-campus classes — carrying the services to the people rather than waiting for the people to come to the campus. Doing so resulted in off-campus classes being the biggest boon to the development of the Program in the ASU system.

The question may well be asked: "How do you account for the growth of off-campus classes in the ABE Program at ASU?" The answer is simple. First, the ABE staff had the support of both the regional project and the state department in promoting and encouraging the development of on-campus and off-campus classes. And, the support was not vocal alone. Funds were provided for the instructional staff to travel to outlying areas for classes. Important too was the dedication and commitment of the ABE staff to the Project and Program. Though limited in number—only three on the staff—no local community seeking professional assistance for a class or for services as a consultant was ever denied. This fact, perhaps as much as any other, contributed to the excellent attendance record that was evident in all of the off-campus centers. Too, the ABE staff took an interest in the personal problems of each student. This also had great effects upon their morale.

Acceptability. Regardless of how accessible the program may be, if it does not dovetail with the essential element **acceptability**

trouble is in store. There are those who maintain that standards are sacrificed when a program is made flexible enough to meet learners' needs and is accessible to all. The ABE staff at ASU feel differently. We feel that the more humane you make the instructional process, and the more interest you take in learners, the more academic performance you get. This is to say that mere "lip-service" will not get the job done. Educators at all levels have tried the "Get tough with em" policy and the "No nonsense theory" and apparently they have not worked. Documentary proof? The growing number of functionally illiterates in Alabama, and all of them are not in the ranks of pre-college.

Respectability. There may be those still around who feel that unless a program or a course is super-rigorous: unless it is frustrating: unless it provokes fear and insecurity in the learner: and unless it attempts and tends to dehumanize the learner, it lacks "respectability" and cannot be accepted as a bona fide course of study on the university level. This theory is perhaps a carry-over from Plato the erudite philosopher of Greece. But, Plato's thesis that education is only for the academically elite has been repudiated time and again by educators that were as relevant and erudite (if not more so) as Plato. We have tried the "pedantic." We, like William James, believe that "That which works is true, the rest is irrelevant."

TANGIBLE GAINS: ECONOMIC, EDUCATIONAL, AND SOCIAL

The ABE Program has resulted in tangible gains for Alabama, for Alabama State University, and for local communities. Three types of gains have been evident: economic, educational, and social.

Economic gains. The economic gains are perhaps the most apparent of the three gains made, because it is much more difficult to assess academic accomplishments and social processes than it is to tabulate dollars and cents. Vast amounts of funds have been provided to the Project/Program by the Region IV Project, HEW, and the state department. During the first phase, the Region IV Project provided more than $30,000 for operation. In addition to this, hundreds of dollars were provided for supplementary instructional materials, travel for the ABE staff, and honorariums and travel for the consultants. Over the five-year period, more than $100,000 have been provided the Program by the regional project.

During the summer of 1971, HEW funded a three-week institute on the ASU campus at a cost of $100,000. This institute brought 100

participants to the campus from 17 states. During the summers of 1970, 1972, 1973, and 1974, the state department funded four summer institutes for ABE personnel on the ASU campus at a cost of over $3,000 per institute. The state department has also sponsored ABE classes on- and off-campus for under-educated adults, by providing funds for materials and instructional services. In addition to this, the state department has provided funds for the publication of two handbooks in adult basic education.

Finally, another economic asset to the University in particular and the state in general are the tuitions paid by the hundreds of students who have taken ABE courses. The Program has enrolled approximately 100 students per quarter or semester during the five year interim that it has been on the campus. Considering tuition and fees a sizeable sum has been paid to the University by the ABE Program in only five years. This amounts to a sizeable sum; more than $200,000 brought to the University by the ABE Program in only five years.

Individuals from local communities have received some economic benefits from the Program. The many off-campus classes have given teachers the opportunity for continuing their academic study without the expense of distant travel, which would in many cases be prohibitive for those low in economic status.

The educational gain. Both the state, the University, and people at the local level have profited by the Program. The many consultants visiting the campus have added stature and stamina to the instructional program; teachers in the ABE Program, as well as those in the public school systems, have been brought into contact with consultants and scholars they might not have met otherwise. Also as a result of the program the ABE staff has interacted with hundreds of teachers in their in-service training program in the public schools. As mentioned before, placing the off-campus classes in close proximity with the pupils made the training program more accessible to them, resulting in educational gains.

The social gains. The social gains may be a little more difficult to pinpoint. Nonetheless, there appears to be evidence--and this is indeed a speculative statement—of social gains as a result of the Program. For example, during the five summer institutes that have been conducted on campus there have been little or no unpleasant incidents of an interracial nature. The ASU staff has been invited as consultants to some of the larger predominantly white schools in the state. It is suggested that when parents can sit down and talk

together, reason together, and learn together, it makes it far easier for their offspring to do so. Thus the ABE Program may have far reaching effects in the creation of understanding and the changing of attitudes among the learners of all ages.

RECRUITMENT, RETENTION, AND REORGANIZATION

The recruitment task proved to be the easiest of all the tasks attempted by the ABE staff. This was greatly due to the cooperative actions of the State Department of Education, the Region IV Project, and students enrolled in the graduate program. During the initial phase of the program the state department provided tuition for ABE teachers in the following school systems conducting ABE classes: Jefferson County, Birmingham, Monroeville, Tuskegee, Greene County, and Montgomery County. Off-campus classes in these six centers formed the nucleus of the recruitment program and the enrollees gave the thrust that resulted in an eventual enrollment in ABE classes of approximately 200 pupils per quarter. The Region IV Project contributed to the task by allowing funds that were originally specified for consultant services to be used for travel of the instructional staff in going to the various instructional centers. The ABE students, once they had a feel for the program's philosophy and psychology, found it to be quite different from the traditional training program and were instrumental in inducing other students to enroll in the program.

Perhaps the foremost influence in the recruitment program was the attitude of the administrator and area supervisors of ABE on the state level. The state coordinator and at least three of his staff enrolled in graduate courses at ASU. Though this may have been simply a "beau geste," it influenced many ABE teachers to enroll, with the idea that: "If the program is significant enough for state officials to enroll, there must be something to it."

Retention. The process of retention presented a more difficult task. Though the Project had effective cooperation from the state department, and Region IV Project, and students, the acid test was, and is, the ability of the ABE staff to retain the students once they have been motivated to enroll. If convincing them that the program was genuine; that the philosophy was tenable; and that the procedures would succeed; it was even more difficult to convince members of the ABE staff that such procedures had possibilities.

If the students had a "tongue in cheek" attitude toward the program when it was first presented to them, the staff took tongue out of cheek and openly expressed the idea that "This simply will

not work in training adults." Time and again, the director stressed —to both learners and instructors — the difference between training and educating. You train sub-human beings. You **educate** humans. And though we have not fully arrived in convincing the faculty of the logic of the process, we seem to be well on the way. The irony of the situation appears to be the fact that in many instances students have grasped the idea before the instructional staff. The criticism was, and perhaps still is, that "You can't be too permissive with students and expect them to learn; students flock to easy courses; students learn best when you give them the 'no nonsense, get tough with 'em policy'; etc., etc. Nonetheless, the writer subscribes to the theory that people learn best when the learning environment is most conducive to learning. And coercion does not appear to engender that environment."

Reorganization. In developing a program that would provide practical assistance to the ABE teacher, the effort was made to establish the same type of learning environment in the courses that one would be expected to develop in the ABE classroom. In order to do this, reorganization was imperative. For example, the autocratic approach by faculty was discouraged. Learners were encouraged — if need be — to disagree with the faculty without fear of reprisals in grading; they were encouraged to seek new methods and new answers to old problems; testing, as such, was deemphasized and more stress was placed upon teaching; respect for the worth and dignity of each individual was held upper-most in the minds of the learners. Faculty advised: "I want **you** to provide the same type of classroom climate and learning environment in **your** classroom as you find in this classroom." Each student was promised a $10 reward for each time the instructor intentionally humiliated him before the class, and the class agreed that indeed the student had been intentionally humiliated by the instructor.

UNDERGRADUATE COURSES IN ABE

During the first year of the Project two courses in adult basic education were offered and developed. Course 401, Fundamentals for Teaching in Deprived Areas, acquainted the students with the characteristics of the deprived learner; the effects of environment upon academic performance; the need for "empathy" rather than sympathy in instructing the deprived; some positives of the disadvantaged learner; and the need for a "new breed" of teacher to work with learners in this category. Course 402, Foundations for Teach- in Deprived Areas, was concerned with those philosophical, psycho-

logical, and socioeconomic factors that had great impact upon the ABE learner and suggested implications for the teacher assigned to work with learners in deprived areas.

Course 401, Fundamentals for Teaching in Deprived Areas, has been made a required undergraduate course for all "elementary majors" graduating from the College of Education at ASU. This recommendation was made through the influence of Dr. Zelia Evans, Chairman of the Division. Dr. Evans having on numerous occasions served as instructor, consultant, and advisor of the ABE Program at ASU, evidently felt that the type of learning experiences provided by the course would be relevant to the type of experiences that the students would find valuable to themselves when they began work in elementary schools, particularly in the less affluent areas of Alabama. And, considering the great and grave problem of "bussing" pupils across cultural boundaries, Dr. Evans might have had a tenable point. Would that the same insight could have been made in the case of "secondary majors." Of equal importance in the reasoning of the program director was the knowledge that a large proportion of Alabama's ABE teachers were recruited from the elementary classrooms.

COOPERATIVE ACTION AND SUPPORT

Cooperative action contributed much to the development of the ABE Program at ASU. Mention has already been made of the cooperation and assistance of the ASU faculty and the many consultants visiting the program. Without the cooperative action and assistance of the following agencies and persons, the program could not have made the progress that it did.

Cooperative action. Cooperative action was manifested at four levels: the regional, state, university, and at the local level. The regional project staff, Edward T. Brown, and his associates, provided much assistance through continued conferences, visits to the campus, and reviews of the ABE Program. The State Department of Education through Norman O. Parker and his staff provided invaluable assistance in the recruitment of students and suggestions for program development. The ASU staff were very helpful by serving as consultants and instructors and by supporting the requests for program approval by the Graduate Council of the University. Cooperative action and interest was evidenced at the local level by superintendents, teachers, and citizens. Facilities were provided for the program at no cost to the University. In many instances superintendents and supervisors encouraged their teachers to enroll in the

courses.

Supplementary support. At first, the program had not developed to the extent that it was self-supporting. At that time the regional project and the state department saw the need for providing additional funds to operate the program. This supplementary support was in the form of finance for professional literature, instructional materials, equipment, stipends, two graduate assistants for the program, and funds whereby a large number of competent consultants could be engaged.

Outside agencies. Mention has been made in a previous section of this report of the many agencies that have rendered services and given support to the program. Agencies such as the Community Action Program, the Manpower Training Development Program, Volunteers In-Service to America, vocational agencies, and others have encouraged their instructional and administrative personnel to enroll in classes and, in many cases, have used the ABE staff as consultants and/or instructors in their programs. Business and industry have, on several occasions, secured members of the staff to make presentations and serve as consultants in their programs. During the early stages of the project Area Manpower Institute for Development of Staff (AMIDS) provided assistance by making its facilities, equipment, and its staff available for the program at ASU. Also, the ABE staff at ASU was often invited to participate in the training program at AMIDS. It is suggested that without the cooperation of all of these individuals and agencies the ABE Program at ASU could not have gotten off to a good start. Also, the cooperative action of these agencies did much to develop public awareness of the program.

Part IV

SUPPORTING DATA

SUPPORTING DATA

In order to give validity to the report it seemed essential to submit supporting data to provide some documentary evidence of findings presented in the report. In developing the report it seemed important to (1) determine the kinds of data needed for the report, (2) determine the source of data, (3) determine the methods to be used in acquiring and collecting the data, and (4) determine the manner in which the collected data would be treated.

Kinds of data. The following kinds of information were considered to be essential for the development of the report: (1) the initiation of the Project, (2) the type of program to be developed, (3) the population for which the program was being developed, (4) organization and operation of the program, (5) the persistent problems confronting the staff attempting to develop the program, (6) strengths and weaknesses of the pre-service and in-service programs in Alabama, (7) the human resources of the University campus that could be used to advantage in the program, and (8) the availability of resources outside the campus that could be used in the program.

Sources of the data. The data were collected from many and varied sources: (1) the administrative staff of the University; (2) selected members of the instructional staff at ASU; (3) area supervisors with the State Department of Education; (4) supervisors and teachers with ABE programs in their school systems; (5) students enrolled in ABE courses for graduate credit; (6) outstanding educators invited to the campus as consultants in ABE; and (7) the series of conferences, consortia and regional meetings in ABE.

Collecting the data. Many methods and techniques were used in collecting data. In most instances the kinds and sources of the data determined the method or technique to be used in acquiring the data. The following methods were used: (1) review of the literature released by SDE, the regional project, and local school systems; (2) informal conferences with members of the ASU staff; (3) informal talks with the students and local personnel; (4) questionnaires mailed to supervisors, superintendents, school principals, and ABE teachers. Questionnaires were also sent to participants who were involved in the summer institutes conducted on the ASU campus; and (5) letters and questionnaires mailed to the many individuals who had visited the ASU campus as consultants for the Program.

Analysis and treatment of data. Data from the questionnaires

— a different questionnaire was prepared for the different groups to which the questionnaire was sent — were tabulated and organized for presentation in the report. Notes on the progress and development of the Project/Program were reviewed and updated. Financial budgets were reviewed and class roll books were studied to determine the amount of finance expended and the approximate number of pupils enrolled. The roster of the consultants visiting the campus was reviewed and tabulated. During the Spring quarter of 1974 each of the students enrolled in ABE classes — both on-campus and off-campus — was interviewed to gain inputs on how the students felt about the Project/Program. The data are presented in the following section in tabulated from for brevity.

The ABE staff listed 25 categories or activities in which the staff engaged in its attempt to develop the Project, the staff, and the Program (Table I). The ABE staff attempted to assess the effectiveness of each of the activities by rating the effort expended or the results of the efforts upon the development of the three phases of the Project/Program. Each category or activity was rated by means of a weighted five-point scale. If the effort was definitely pronounced, or if the activity was considered to be quite effective, the effort or activity was given a weighted score of 5, meaning "To a very great extent." If the effort was negligible or very limited or if the activity was considered to be ineffective, the category or activity would be rated 1, "To little or no extent." For example, in Table I, Category 4, Use of Consultants, the category or activity received a rating of 5 in all three phases of the program: Project development, Staff development, and Program development. Category or activity 15 presents a different statistic. Category 15 received a weighted score of 1 -- to little or no extent — on Project development and Staff development, and a score of 3 on program development. This indicates that very little was done by the ABE staff in the area of publications during Project development and Staff development, and only small improvement in publications during Program development. It seems important to note that the 25 categories or activities run a continuous thread through the three phases of the Program.

TABLE I.

ESTIMATED EXPENDITURE OF EFFORT ON PROJECT ACTIVITIES

Weighted Scores: 5—A very great extent; 4—Great extent; 3—Some extent; 2—Small extent; 1—Little or no extent.

Category	Project Development	Staff Development	Program Development	Median
1. Recruitment and Retention	5	4	3	4.0
2. Staff Development	5	5	5	5.0
3. Methods and Materials	5	4	5	4.6
4. Use of Consultants	5	5	5	5.0
5. Use of Supporting Staff	3	5	3	3.6
6. Use of Outside Agencies	5	5	5	5.0
7. Effort Expended in Program Planning	5	4	5	4.6
8. In-service and Pre-service Programs	5	5	5	5.0
9. Summer Institutes	3	5	5	4.3
10. Regional Conferences (SREB and SDE)	5	5	5	5.0
11. State Planning Meetings	5	5	5	5.0
12. Services Rendered to Other Agencies	3	5	5	4.3
13. Acquisition of Equipment	5	5	5	5.0
14. Use of Multi-media in Instruction	3	4	5	4.0
15. Publications	1	1	3	1.6
16. Consultant Services Rendered Institutions	5	5	5	5.0
17. Creating Public Awareness	5	5	5	5.0
18. Emphasis on Leadership	3	5	5	4.3
19. Instructional Improvement	3	5	5	4.3
20. Emphasis on Human Relations	5	5	5	5.0
21. Pupil-Teacher Relationships				
22. Increase in Pupil Enrollments	3	4	5	4.0
23. Extent of Visibility of ABE Program	3	5	5	4.3
24. Flexibility in Scheduling	5	5	2	4.0
25. Accessibility of ABE Program	5	5	2	4.0

TABLE II

FUNDINGS FOR PROJECT/PROGRAM

Item	1969-70	1970-71	1971-72	1972-73	1973-74	TOTAL
Summer Institutes	$35,000	$96,696	$35,000	$35,000	$30,000	
Region IV in ABE	$35,000	$35,000	$35,000	$11,500	$ 5,500	
Printing	$ 2,000	$19,500	$ 2,000	$ 1,500	$ 2,500	
Graduate Assistants	$ 5,000	$ 5,000	$ 5,000	$ 4,000	$ 4,000	
Special Projects			$ 3,600	$ 5,000	$ 3,600	
Regional Meetings	$ 600	$ 600	$ 650	$ 800	$ 600	
Consultants	$ 2,500	$ 1,500	$ 2,000	$ 1,500	$ 2,500	
Campus Conferences		$ 800	$ 850	$ 1,800		
Instruction	$ 4,000	$ 2,500	$ 450	$ 300		
Instructional Material	$ 1,000	$ 1,200	$ 850	$ 1,500	$ 1,625	

TABLE III

ABE CLASSES ON-CAMPUS AND OFF-CAMPUS

CATEGORY	1969-70	1970-71	1971-72	1972-73	1973-74
No. of ABE Classes	6	12	15	20	35
Student Enrollment	140	372	511	462	535
Institute Participants	75	97	94	60	60
No. of Instructors on ABE Staff	1	2	2	3	3
No. of Graduate Assistants	2	2	2	1	1
No. of In-Service Workshops			6	6	3/
Workshop Participants			444	980	371

Note: During the initial period of the Project the ABE staff was working merely part-time in the Project. That is the staff was also engaged in teaching classes in fields other than ABE.

Note: Tuition for the courses varied. On an average, however, tuition is computed at $21 per hour for graduate students.

* Data based upon estimates for the classes

Part V

THE SUMMARY

SUMMARY

The purpose here is to give a brief resume of the information given in the other four sections of the report. The resume will be presented in three brief sections:

A. Project Development
B. Staff Development
C. Program Development

Project Development

Four types of tasks were tackled during the initiatory stages of the Project. These were: (1) the initial tasks, (2) the developmental tasks, (3) the operational tasks, and (4) the crucial tasks.

The initial tasks. The initial tasks involved such problems and/or activities as:

1. Securing administrative sanction for the establishment of the Project on the ASU campus.
2. Developing institutional support for the Project.
3. Securing a competent staff for development of the Project.
4. Developing staff members on the ASU faculty to be used as instructors.
5. Developing courses in ABE on the graduate level.

The developmental tasks. The developmental tasks involved such problems and/or activities as:

1. Developing a rationale for Project development.
2. Creating public awareness of the need for the Project.
3. Strengthening the lines of communications between ASU, SDE, Region IV Project, and local communities.
4. Developing full involvement of other supporting agencies.
5. Securing and developing support for the Project.

The operational tasks. The operational tasks revolved around five lesser tasks that seemed essential for successful operation of the Project:

1. Securing consultants of national stature to serve as consultants for the Project.
2. Orientation and utilization of ASU staff members to serve as advisors, consultants, and instructors in the Project.
3. Developing a Project design that evidenced flexibility, accessibility, acceptability, and respectability on the ASU campus and throughout the State of Alabama.

4. Total commitment of the ABE staff to fulfillment of Project purposes.
5. A more comprehensive concept of the term "service to the community."

The crucial tasks. Five tasks that tend to be crucial to the success of the Project were and still are:

1. The problem or task of reconciling innovative and creative concepts of modern education with those existing concepts in higher education that are more remote and traditional.
2. The need to solve the problem of decrease in program flexibility and the increase in stricter program structure that tends to institutionalize the ABE Program at ASU.
3. The rapidly emerging controversy over whether or not the program and its services should be carried to the people, or whether the traditional cancept of the college and/or university should be continued.
4. The problem of convincing university staffs that a learning program can be flexible, accessible, acceptable, and yet maintain respectability.
5. The crucial task of creating public awareness of the need for the Program that more than mere "lip-service" will be given to the Project/Program.

Many areas in ABE received treatment in the report. Some of these were:

1. The number of undereducated adults comprising the "target population" of ABE in Alabama and the number of teachers of these adults who have received training from the ASU Project/Program.
2. The efforts to diminish this number of underevaluated.
3. The effectiveness of state, regional, and national agencies in attacking the problem of illiteracy in the state.
4. The extent to which the ABE program evidenced improvement within the last five years on the ASU campus.
5. The extent to which we see coordinated and cooperative effort by national, regional, state, and local agencies.
6. The extent to which institutions of higher learning (ASU) have been involved, and have made significant contribuitons to adult basic education.
7. The extent to which national, regional, and state agencies have made significant contributions to the development of leadership at the local level.

8. The extent to which the ABE program evidenced significant progress during the last five years as a result of cooperative efforts among national, regional, state, and local agencies.
9. The extent to which there has been significant evidence of staff development and dissemination of ideas to and from other states and regions, resuting in an upsurge in leadership at the local level.
10. The extent to which there has been a significant growth in the enrollments in on-campus and off-campus classes in ABE.

PURPOSES AND/OR GOALS OF THE PROJECT

The purposes of the Project have been fulfilled and with continued administrative support from the institution we may eventually develop the first adult basic education doctoral program in a predominantly black institution, in the nation. These original purposes we have met:

1. To assist in improving the instruction of ABE learners at the local level through the improvement of ABE teachers.
2. To develop a series of courses designed to enhance the capability of potential ABE teachers in Alabama.
3. To work closely with personnel of SDE and the regional project in helping to improve the quality of pre-service and in-service programs in the state.
4. To serve as liaison persons between ABE teachers at the local level and those at the regional devel, through the improvement of ABE teachers.
5. To serve as consultants to personnel in ABE at the local level.
6. To develop a rationale wherein a Program in adult education could be developed at the university level offering graduate degrees in the field.

PROCEDURES USED TO ACHIEVE THE PURPOSES

Many activities and techniques were used in the attempt to develop the Project. Working as a team the ABE staff and other interested groups engaged in united effort to promote the Project. Some of the tactics used were:

1. Developing courses in the foundations; in the psychology of the adult learner; in methods and materials; in evaluation of an ABE Program; and in other related areas.

2. Engaging in in-service programs with SDE and the Region IV Project on the state and regional level with the viewpoint of improving the training programs of ABE personnel at the local level. Materials developed at the in-service meetings were disseminated to other local programs. Also, materials developed on the university campus were made accessible to ABE personnel in the various school systems of the state.
3. As members of the ASU faculty and as instructors of ABE classes off-campus, the staff was in the strategic position of strengthening the lines of communication between university personnel and local communities.
4. As a result of the formal courses taught both on-campus and off-campus, our ABE staff was in position to help other ABE staffs in local communities to come to grips with some of the problems encountered in attacking some of the difficulties of teaching disadvantaged adults.
5. Improving and strengthening the professional training of personnel of the ASU faculty to the extent that graduate programs could be better formulated and operated on the ASU campus.

SERVICES RENDERED TO COMMUNITIES, ORGANIZATIONS, AND AGENCIES

Many services were rendered to local communities, organizations, and other agencies by the ABE staff, and the extensive nature of the services tended to give the ABE staff more experiences in working on various problems. The following types of services were rendered:

1. Serving as consultants on national, regional, state and local levels.
2. Making formal presentations before various groups.
3. Serving as consultants for pre-service and in-service programs.
4. Organizing and teaching graduate courses at the local level.
5. Organizing and teaching classes for the undereducated adults on the university campus and in the local community.
6. Organizing and teaching classes for undergraduates in local communities.
7. Serving as speakers for "Men's Day" and "Laymen's Day."
8. Serving as consultants for personnel in Recreation and Play at the regional level.

The services rendered to the various groups tended to provide visibility for the ABE Program at ASU. This visibility was reflected throughout the state and perhaps throughout Region IV. Some of the agencies and groups served by the ABE staff were:

1. AMIDS — Area Manpower Institute for Development of Staff
2. CAP — Community Action Program
3. MDTA — Manpower Development Training Act
4. VISTA — Volunteers in Service to America
5. Personnel of vocational education at the state level.
6. Personnel of business and industry at the regional level.

Staff Development in the Project/Program. Staff development was another problem confronting the Project/Program. As mentioned previously, the problem was so crucial that officials of SDE, SREB, and ABE staff at ASU concentrated the first three years of the Project on the development of staff. Many procedures were used and many meetings were conducted in the effort. Some of the many procedures used were:

1. Informal talks with a faculty member of a small group of faculty members during which time the nature and purposes of the Project were explained.
2. Formal conferences with faculty members selected because of their apparent interest in and understanding of the purposes of the program.
3. "Buzz sessions" over a sandwich and coffee during which time the group to be orientated could engage in conversations and discussions of the project and its progress.
4. In-service training programs wherein the ABE staff at ASU could engage in indepth conferences with visiting consultants considered knowledgeable in the field.
5. The series of regional conferences sponsored by the Regional IV Project for personnel from SDE, the university staff from many universities, graduate students, and consultants with national reputations.
6. The regional conferences conducted within the state by SDE for the training of personnel from the state, university, and local levels.
7. The extensive series of local in-service meetings during which time the ABE staff was provided the opportunity to serve as consultants and/or observers.
8. The series of one day "drive-in" conferences conducted on Saturdays on the ASU campus.

9. The five summer institutes conducted on the ASU campus for the purpose of training ABE teachers. Approximately 374 participants engaged in the institutes. Five hours of graduate credit were awarded each participant, free of tuition. Tuitions were granted by ASU.
10. Three Consortia were conducted on the ASU campus. One consortium was for the administrative staff of the university. The second consortium was for the supervisory staff—chairmen of departments, heads of academic divisions, and others of this caliber. The third consortium was for the instructional staff at ASU including the ABE staff and graduate assistants. Each consortium was designed to keep the ASU staff informed on what was going on in the Project/Program.
11. One of the features of the staff development program that provided much growth and progress for the staff was the series of Saturday meetings composed of ABE staff, ASU faculty, graduate assistants in the program, and ASU students enrolled in the graduate program. Consultants were used to serve as observers and join in the semi-formal discussions that ensued. Thus, many academic levels representing many academic disciplines resulted in much interaction between staff, students, and consultants.
12. During the staff development program — which incidentally permeated all three phases of the Project/Program development process — more than fifty consultants were invited to the campus to assist in program-planning, to serve as consultants, to help draft graduate programs in ABE, and to serve as resource people for staff and students. The work of these individuals cannot be overemphasized.

Program Development. Program development in ABE at ASU represents the culmination of activities pursued in the other two phases of the Program. The success of the Program evidenced the fact that many of the theses and techniques advanced in the develment of the other phases of the Project had momentous effect upon the growth and development of the ABE Program on the ASU campus and throughout the State of Alabama. The ABE staff at the University gained experiences during the other two phases of the Project/Program that were of utmost value in the effort to move from Project to Program. Apparently, program development in ABE at ASU was an emerging, evolving process rather than a pre-planned program. The Program was **emerging** in that it arose from the earlier attempts to develop Project and staff at ASU; it was evolv-

ing in the sense that it arose from the activities and designs of both Project development and staff development. Hopefully, to even the most casual reader the report will present evidence of a continuous thread of activities and purposes that tend to form a contiguous complex of idealistic efforts that resulted in the development of an ABE Program at ASU that has surpassed the expectations of those who had the foresight to attempt the initiation of the Project.

The process of Program development entailed the utilization of many ideas, imaginations, individuals, and agencies. Both reality and relativisim had to be made a vital element of the program. The following elements, considered to be essential for all phases of the Project/Program, were: (1) an identification of the persistent problems confronting the development of the Project; (2) involvement of a wide array of individuals and resources in tackling the problems; (3) the production of a voluminous amount of materials considered to be suitable for undereducated adults, (4) development of an in-service program designed to meet the needs of ABE teachers, (5) development of a program leading to the Master's degree, and finally (6) the development of the "AA," six-year, Program in ABE.

Growth in the quality and quantity of the ABE staff, augmented by the assistance of other ASU staff, resulted in an enormous growth in pupil enrollment in the Program both on-campus and off-campus. Increases in pupil enrollment and in instructional staff gave impetus to a movement to develop a program leading to the Master's degree in ABE. Leading consultants in the field were contacted and asked to serve as consultants in the development of the Program. When the Master's degree program was developed and included in the University catalogue, enrollments in size and number of classes increased immensely.

The climax of program development was the initiation and development of a program leading to the "AA" certificate. The movement for the "AA" program received its impetus from the Master's degree program. Again, growth in number and quality of instructional staff coupled with growth in student enrollment made possible and logical the feasibility of developing such a program. The success of the "AA" program relative to organization, course descriptions, and course prescriptions is to be attributed to the more than dozen consultants who came to the campus and met with the Dean of the College of Education and the Director of the ABE Project, and cooperatively wrote the entire "AA" program. This group of adult education experts did such an excellent job in writing the program that little or no difficulty was experienced in getting the program

approved. Again this evidences the importance of cooperative effort and the utilization of every available resource in the development of any program or project. After the visit of the consultants — during which time certain courses were identified and described — the ABE staff wrote a syllabus for each of the courses to be offered. The syllabi were presented to the administrative staff of ASU and to representatives of the State Department of Education and were approved by both.

HIGHLIGHTS OF THE PROJECT/PROGRAM DURING THE FIVE-YEAR INTERIM

Many activities and incidents have tended to point up the progress and achievements of the ABE Project/Program on the Alabama State University campus. No attempt will be made to present all of the activities and achievements of the program(s), however, a brief review of the history of the program suggests at least twelve highlights that seem worthy of mention.

Courses in ABE for Elementary Majors

Mention has been made of the fact that, under the leadership of Dr. Zelia Evans, Chairman of the Department of Education, courses were developed in ABE that seemed to fit some of the needs of teachers preparing to teach in deprived areas. Course 401, titled "Fundamentals for Teaching in Deprived Areas," was recommended by Dr. Evans as a required course for elementary majors in the College of Education. Also, Course 402, titled "Foundations for Teaching in Deprived Areas," was opened to both elementary and secondary majors in the undegraduate school.

Development of the Master's Program in ABE

Another highlight in the program was the development of the Master's program in adult basic education. In view of the fact that the adult basic education program was new on the ASU campus, the development of such a program during a span of three years appears to be an achievement worthy of mention.

Development of the "AA" Program in ABE

Development of the program leading to the six-year "A" certificate is another highlight that has attracted regional attention. Capitalizing upon the experiences and expertise of the Project and assisted by experts in the field, ABE faculty has developed a comprehensive program on the graduate level that assures ABE personnel with greater professional training and capability.

ABE Director: Man of the Year

Another signal honor bestowed upon the ABE Project at ASU was the selection of the Project Director at ASU as the "Man of the Year" in adult basic education. Though the award came as a great surprise to the staff and the recipient, it did evidence the fact that some inroads had been made in the task of creating "public awareness" of the ABE Project on the ASU campus. The recipient considers the award as public recognition of the Project; what the Project has meant to Alabama; and the outstanding work of the ABE staff, the staff at ASU, and other supporting staffs and agencies.

Publication of Handbooks in ABE

Another highlight in the Project/Program that seems to be worthy of note is the publication of a **Handbook in Adult Basic Education,** Volume I and II. The two publications funded by SDE made many contributions to the growth and development of staff and program on the ASU campus. Recognition of the two publications has spread beyond the sphere of the ASU campus. This has been the result of the leadership and foresight of Edward T. Brown, Director of ABE Staff Development Project in Region IV. As a result of the Project's national dissemination, the two publications have received attention that has extended beyond the borders of Region IV. Requests for copies of the publications have come from states as far west as California; as far east as New Jersey; as far south as Mississippi; and as far north as Michigan and Illinois. It should be mentioned just here that extensive requests for copies of the two publications stemmed from the review of Volume II that appeared in IDEA a few months ago. IDEA, as a publication and review of abstracts on current literature, is widely read, as evidenced by the fact that many individuals write the ASU Project requesting copies of the publication. Without IDEA this would not have been possible.

ASU Selected as the Site for National Institute for ABE Teachers

Another significant highlight of the ABE Project/Program at ASU was the selection of Alabama State University as the site for a national summer institute for ABE teachers concerned with problems besetting uneducated, or undereducated adults in rural areas of the Southeast. The institute, funded by HEW, brought together 97 participants from 17 states. Proposals for the institute(s) were to be written and sent to HEW for review prior to the deadline during the Fall of 1970. The proposals were competitive in that HEW advised that the best proposal written by an institution of higher learning would receive the grant. During the Spring of 1971 officials of ASU were advised by HEW that ASU had been selected as the site

for the institute. Needless to say, the ABE staff at ASU in writing the proposal depended very much on the assistance of many, many individuals and agencies.

Student Growth in Enrollment

Perhaps the most gratifying experience in the program, particularly as far as the ABE staff is concerned, was the sensational growth of student enrollment in the program. For some reason, assuredly unknown to the ABE staff, enrollments in the ABE courses increased in abnormal proportions. During one quarter in the summer session (summer sessions are usually larger on the graduate level than any other quarter) the writer remembers having approximately eighty-five students in one course; seventy odd in another course; and more than fifty in a third course. And at no time did the classes offered by the other instructors fail to enroll a regular quota of students.

Visits of the ABE Directors to the ASU Campus

Another highlight of the ABE program at ASU was the visit of State Directors of Adult Basic Education in the several states comprising Region IV of the Southeast. Though travel was provided for each of the state directors to visit the summer institute of 1971, the mere fact that they cared enough to come despite their busy schedule was indeed gratifying to the ABE staff.

ASU Staff Participations in Other Regional Conferences

Another highlight of the ASU Project was the invitation and opportunity to participate as a consultant in other regional conferences. Through two invitations, which the ABE Director at ASU accepted, the writer was afforded opportunity to make presentations and/or serve as consultant to ABE perconnel from the states of Arkansas, Texas, and Louisiana. The writer was gratified by the twice extended, twice accepted, invitations to repeat performances.

Work With Regional Park and Recreational Commission on a Regional Basis

An "eye-opening" highlight of the experiences with the ABE Project stemmed from an invitation for the director to adress a group of regional supervisors and administrators from several states of the southeastern aea. After recovery from astoundment of an invitation from such a group, and after having been advised by the regional director of the program,, the one who extended the invitation, that the prime purpose of the meeting was to find out "How do you relate with, and motivate undereducated adults to engage in recreational activities?" What I said, is not important to the purpose of this report. But, the fact that I was invited a second time, on

an interstate basis, is indeed important to the purposes of this report in indicating what we consider the highlights of the program of ABE at ASU.

Affiliations with the State Department of Education, Adult Basic Education

Affiliations with the State Department of Education in the area of ABE has been most fruitful. This is considered as another highlight in the Program/Project in that it adds stamina to the prestige of the program on the ASU campus and throughout the State of Alabama. The ABE Director at ASU is a member of both the State Planning Committee for ABE and the State Advisory Committee for ABE in the State of Alabama. This, too, is considered as a great highlight in the program at ASU in the area of ABE.

Professional Employment of Graduate Assistants

Great care was exercised in the selection of graduate assistants to serve in the ABE Program. The reason for this should be quite obvious to the reader: the stipends for academic support in ABE are higher, thus we were careful to select candidates who although academically proficient were especially interested in working with the deprived adult, who could adjust to the flexible climate of an adult classroom, and who had reasonable expectation of joining a school system which would employ them in the adult program.

Increase in Professional Growth of ABE Staff

Another highlight in the program was the increase in professional training of the ABE staff at ASU. During the five-year interim two members of the regular "AA" program — forty-five hours of credit beyond the Master's degree — has tended to increase the potential of the ABE staff at ASU.

Formal Reports of the Five Summer Institutes

Following each summer institute — except the institute conducted during the summer of 1974 — a formal report was developed by the institute staff and printed commercially for distribution to ABE personnel throughout the State of Alabama and other neighboring states. The writing of the formal reports resulted in the increase of experience and expertise of both the ABE staff and the institute staff. It has indeed been gratifying to both staffs to have commercial printing and publishing companies write for copies of the formal reports.

GLOSSARY OF AGENCIES AND TERMS

In order to facilitate the communication of ideas, certain terms and agencies abbreviated in this report, we define and/or identify in the glossary.

1. ABE — Adult Basic Education
2. AE — Adult Education
3. ALAPCAE — Alabama Association for Public and Continuing Adult Education
4. AMIDS — Area Manpower Institute for Development of Staff
5. ASU — Alabama State University
6. CAP — Community Action Program
7. Dissemination — The process of distributing articles, materials and publications throughout Region IV and other areas
8. Interdisciplinary approach — The practice of having individuals representing several academic disciplines to discuss a problem(s) from a viewpoint of their discipline (as a group)
9. Multi-disciplinary approach — Cutting across many subject-matter lines and appealing to many disciplines in an effort to make an indepth study of the problem(s)
10. NAPCAE — National Association of Public and Continuing Adult Education
11. OIC — Opportunity Industrial Center
12. The Project — Refers to the first three years of effort in ABE at ASU
13. The Program — Refers to the last three years of effort in ABE at ASU.
14. Region IV — Eight states of the southeastern area of the United States: Alabama; Florida; Georgia; Kentucky; Mississippi; North Carolina; South Carolina; and Tennessee.
15. SDE — State Department of Education (Area of Adult Basic Education)
16. SREB — Southern Region Education Board. Note: In this report when the term SREB is used it refers merely to that

division of SREB that is working with ABE Projects in Region IV, rather than the entire agency of SREB.

17. State Advisory Committee — composed of professional personnel, representatives from business and industry, and lay people. This committee assists and advises SDE on the problems confronting adult basic education in the State of Alabama
18. State Planning Committee — This committee assists the State staff in developing state plans for the promotion and development of the ABE Program within the State.
19. VISTA — Volunteers in Service to America
20. Graduate Assistants — Top level students, majoring in adult basic education who have been granted annual stipends to assist them financially in pursuing their Master's degree, or to obtain the "AA" certificate.